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In favor of the policy of electing school superintendents in large towns, we quote a paragraph from the late report of the State Superintendent of Common Schools. He says: "A system of schools in a large town should be a compact organization, a well-rounded, harmoniously-working whole; and an army has not more need of a general than such a system has of a responsible head. The school property should be carefully looked after. The pupils,

their grades, their classes, their studies, their recitations, all need the attention of some one who has the whole field before him; and the teachers themselves, young in mind and heart, can very badly do without the counsel and care of a school-father. The teachers, too, lose interest in their work without some one to advise, strengthen and cheer. A competent man, loving his work, placed at the head of the school system of a town, can interpenetrate the whole with a new life. He can make it feel his touch at every nerve. He can mould it into comeliness, arouse all its latent strength, and fire all about it with an ambition that will accomplish much that is good and great."

NORMAL SCHOOL EXAMINERS.

The Board of Examiners at the State Normal schools heretofore consisted of at least three principles of such schools, designated by the State Superintendent, the principal of the school whose students were under examination being one. The law was so changed at the recent session as to provide "that all examinations of the graduating classes at the State Normal Schools shall be conducted by a board of which the State Superintendent or his deputy shall be president; two principals of Normal Schools, of whom the principal of the school whose students are under examination shall be one, and two County Superintendents of the district in which the school is located, to be appointed by the State Superintendent." The change is expected to secure more satisfactory examinations, and to promote harmonious action on the part of all concerned in the issuing of teachers' certificates.

APPROPRIATIONS TO NORMAL SCHOOLS.

The favorable opinion with which the Legislature regarded Normal Schools and the work they are doing for the Common Schools of the State in training teachers for them is shown in the generous appropriations made to sustain those now in operation and to establish new ones. The following are the items of this account.

For the education of teachers in the Normal Schools of the Commonwealth	$15,000 00
For the Education of Young Colored Men for Teachers, at Lincoln University	2,500 00
For the State Norm. School at West Chester	15,000 00
To aid the Cumberland Valley State Normal School	15,000 00
To aid the Indiana State Normal School	15,000 00

The two last named appropriations are conditional. The State has obligated itself to contribute these amounts on condition that certain much larger amounts shall be contributed by the citizens. But the appropriation of $62,500 in one year for the purposes of Normal instruction is creditable alike to the State and its representatives.

APPROPRIATION TO COMMON SCHOOLS.

It is with the heartiest satisfaction the fact is announced that the State has taken another grand step forward by appropriating $650,000 for the support of Common Schools. After an heroic struggle, the appropriation was lifted up in 1868 from $355,000 to $500,000, and now, by a similar effort and to some extent by the aid of the same men, it is made $650,000. In itself, this is a small amount, and will do very little toward educating for the year the 900,000 children of the commonwealth. Indeed, it is scarcely sufficient to buy each of them a grammar book. But it marks progress, shows growth, and will give much needed encouragement to the thousands of sorely taxed districts in all parts of the State; for, let it be remembered, *every dollar given by the State is a dollar less to be raised by local taxation.* Those who favor this appropriation actually vote money into the people's pockets, not out of them. Our schools this year will cost us over $8,000,000. The money must be raised, and the simple question is how much of it the State ought to pay, and how much should be raised in the districts by local taxation. If the State derived its revenues from taxation, it might be good policy to make small State appropriations to schools; but they are not to any great extent derived from this source, and the people rightfully claim some direct benefit from them.

For the increased appropriation to common schools, the friends of education are indebted to many good and true men of both parties in the two Houses. Were it not for the length of the list, we would like to name them. There is one name, however, that in justice must not be omitted: it is that of John S. Mann, of Potter county. Mr. Mann took a *personal* interest in the appropriation to common schools, and, when others were ready to yield, he stood firm, and at last succeeded in his efforts. It should be remembered, also, that to Mr. Mann we were very largely indebted for the increased appropriation of 1868.

APPROPRIATIONS TO ORPHAN SCHOOLS.

To the great credit of the legislature, let it be said that the magnificent sum of $520,000 was appropriated for the maintenance and instruction of the destitute orphans of our deceased soldiers and sailors, and that, too, without a single word of objection from any quarter. Pennsylvania, at the close of the late civil war, found within her borders many thousands of children orphaned by the death of fathers who had patriotically taken up arms in defense of their country; and, with a breadth of charity

unequaled in the history of this or any other country, she determined to make herself the father of the fatherless. In pursuance of this philanthropic policy she provided schools and homes, and has gathered into them up to the present time over 5,000 destitute soldiers' orphans. These she has maintained and instructed at an expense to her treasury of over $3,000,000, and the good work still goes on. All her orphan children, left without support by the merciless hand of war, are welcome to partake of her noble benefaction. She offers them all the good $520,000 will purchase during the year 1871. Sacred trust! Let those into whose hands it is placed prove worthy to dispense so grand a charity!

ENLARGED SCHOOL DEPARTMENT.

The late Legislature enacted "That from and after the passage of this act all the duties performed by the Superintendent of Soldiers' Orphans shall be done and performed by the Superintendent of Common Schools." This enactment enlarges the School Department so as to embrace the Orphan Schools. It consists now of three great divisions: COMMON SCHOOLS, NORMAL SCHOOLS, and ORPHAN SCHOOLS. These now have an organic connection, and embrace all the educational institutions in the State, except colleges and academies, which simply send in annual reports to the Department, but have no closer relation to it.

The magnitude of the interest centered in the School Department as now constituted may be learned from the following brief statement:

The officers of the School Department proper consist of a Superintendent, a Deputy Superintendent, two Inspectors of Soldiers' Orphan Schools, five Clerks and a Messenger.

The Common Schools are managed by sixty-five county superintendents, fifteen city and borough superintendents, thirteen thousand one hundred directors, and seventeen thousand six hundred teachers. The pupils in these schools number nearly 900,000.

There are now ten State Normal Schools in operation and preparing to go into operation. The officers of these institutions, including Trustees, Principals and Faculties, number probably two hundred. They have at this time about two thousand students. The value of the property is about $500,000.

The soldiers' orphans have been placed in some forty schools and homes. The number of orphans in these institutions is now about thirty-six hundred, and there are at least two hundred and fifty persons employed in taking care of and instructing them.

The cost of this vast system so far as it is paid by the State will reach the present year about $9,000,000. Of this sum the legislature at its late session appropriated about $1,250,000. The rest will be raised by local taxation.

No one of the great interests now centered in the School Department necessarily loses anything in distinctive character or dignity by its connection with the others; and, with an efficient administration, much can be gained by each from its relationship to the others, as a member of a common body.

EDUCATION IN PRUSSIA.

BY DR. J. W. HOYT.

FIRST among the nations to adopt systematic regulations for the instruction of the people, and faithful to this policy through the strifes and upheavals of more than three hundred years, Prussia is fully entitled to its present rank as first in the educational world.

The principal divisions are provinces, of which, in 1866, there were ten, and these are sub-divided into regencies, circles and parishes. Its system of public instruction wears the features of a strong government. At its head stands the minister of education and of ecclesiastical and medical affairs, and a central council, of which he is president. The council is divided into sections corresponding to the three general interests of the department; the one devoted to the establishment and care of schools, being the educational cabinet of the minister, and occupied in devising plans and executing such measures as meet with his approval and have the sanction of the law. Next below is the provincial council, having general control of secondary education, and primary normal schools. A sub-division of this consistory (*Schulcollegium*) has charge of the primary schools of its province, being empowered to execute the statutes made and provided, and to decide upon the use of text-books, subject to the approval of the minister, to whom all transactions are reported.

Immediately below this is the church and school section of the supreme council of the regency, charged with the examination and appointment of teachers in the primary schools, with keeping the schools in good condition and with collecting and disbursing school funds. It is presided over by the school councilor (*Schulrath*), who is a member of the regency council, and entitled to a seat in the consistory of a provincial council, to which, on behalf of the church and school committee, he makes report.

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of the school. And yet these boys did not fear the rod. It would have taken very hard whipping to have caused them to shed a tear, and if the teacher had excited their combativeness, they would have suffered with the stoicism of the Indian, without a quiver of a nerve. The fear of punishment did not cause them to weep, but they had offended their teacher and were sorry for it.

I have known boys possessing the same traits of character tell the teacher that they knew it was his duty to punish them for violating his rules in order to keep his word inviolate and preserve good order in his school. This punishment he inflicted, but at the same time retained their affection and esteem.

Some teachers govern entirely by fear. From experience the writer would not recommend that mode of government. Some years ago, if there was a school in his township that was considered unmanageable, the directors gave it to him. He always succeeded in preserving order and in having work done, by doing no little hard flogging, thus governing entirely by fear. But the pupils took every advantage possible, when his eyes were not directly upon them, to do mischief. They looked on him as their common enemy, and he regarded them as being a number of little scoundrels who must be punished for the least remissness of duty. Happily, time and experience have since greatly modified his opinions on methods of school government.

A teacher should go into the school-room resolved to maintain good order. He should never swerve from that determination if he would win success. If he cannot have such order, he had better choose some other profession, for no man can do proper work in a disorderly school where pupils are not taught those habits of industry and perseverance, necessary for their success in life, and those habits of self-government and obedience to "the powers that be," that will make them good, law-abiding citizens of the State or community in which they reside.

GABELSBERGER'S SHORT-HAND.

W. GEORGE WARING.

CONDITIONAL on the Editor's leave, I propose to make some remarks upon the article on Gabelsberger's Short-hand from *De Bow's Review*, copied in the December number of the SCHOOL JOURNAL, page 164.

This system is, as the writer says, highly valued in Germany, Austria, Switzerland, etc. About a year ago a very largely attended anniversary convention of literary dignitaries assembled at Vienna to do honor to the memory of the inventor, and to the growing use and value of the art of short-hand. What was said and done there fully justifies the otherwise extraordinary declaration of the writer in *De Bow* (O. M. Tennison), that "light is spreading and the nations are only now beginning to learn to write."

The life of the inventor of phonography was written for a German periodical, the *Panstenographikon*, in pursuance of a resolution of the convention.

Mr. Pitman has had many valuable testimonials presented to him by the admirers of his system and of himself—on one occasion a purse containing 2,500 dollars. The popularity of Mr. Pitman's art is attested by the immense sale which his works have reached. Nearly a million instruction books have been sold.

As these two systems are contrasted in the (*De Bow's Review*) article, some specifications of the principal points of difference may be interesting to those of your readers who may wish to "begin to write" and to bask in the "coming light." And as this light is no *ignis fatuus*, and as the art of writing is not improving with other improvements among us, the subject is particularly appropriate to an educational journal of to day. These arts of the great German and English inventors go down to the lowest foundations of language, the simplest first articulations, in order to attain their needed brevity and simplicity. Our common English orthography does not detail so minutely. Hence, in order to compare the systems referred to, some things must be premised:

1. A vowel is properly a sound that is breathed out through the open mouth without any contact of the modulated organs, the lips, teeth, tongue or palate; and it always requires a vocal vibration, unless it is merely whispered forth.

2. No consonant is thus formed but it is distinguished by *always* requiring a *contact* of some of the modulated organs. Nearly half the consonants, too, are *always whispered*, that is, the *full* voice or vocal vibration cannot be used in uttering them This vibration is readily perceived by placing the fingers against the larynx while uttering aloud any vowel, or semi-vowel, or liquid. If the mutes are pronounced together with a vowel, as *pa tea chew ko fie sha, &c.*, the vibration will not be felt nor the full voice heard till the vowel is sounded.

3. It follows that only one *movement* of the organs of speech is necessary to utter a consonant *and a vowel* either preceding or following, because the close of the utterance of the one, the consonant for example, leaves the organs all in position for breathing forth the vowel, without a second movement, the one breath-flow being continuous for both.

4. The hand can make a movement as quietly as the mouth, but it cannot make *two* movements to each *one*

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CONVENTION OF SUPERINTENDENTS.

WE present, elsewhere, to the exclusion of a large amount of other matter prepared for this number, a pretty full account of the proceedings of the convention of school superintendents, held at Harrisburg, on the 20th and 21st days of June. The report of the proceedings would have been made still more full if the members making speeches, or presenting reports, could have been induced to write them out in time for publication. Something of value has been lost on this account.

The convention was, in several respects, very satisfactory.

First. In the ability shown. Said a gentleman, who was an attentive listener to the proceedings, and who has been familiar with these bodies of superintendents since the holding of the first one in 1854, to the writer: "How much your superintendents have grown!" They *have* grown; and we are proud to say that there are men among them now who can handle broad questions of educational policy with marked ability, and many more who can use good common-sense—a very rare talent in the world at large—in their discussion.

Second. In the spirit manifested. This was, on the whole, most excellent. No unkind word was uttered during the entire sessions of the convention. None of the petty jealousies, so common in public bodies, made their appearance. The superintendents present could not have worked together more harmoniously if they had been a band of brothers. All seemed actuated by the noble purpose of obtaining light and strength for the better performance of their duties.

Third. In the subjects discussed. The most prominent of these, were the following: Graded Schools in Rural Districts; The Cause and Cure of Absenteeism and Irregular Attendance; Local Teachers' Institutes; County Teachers' Institutes; A Uniform Standard of Examinations; The District Superintendency; Additions to the Branches of Study now required by Law; Normal Institutes, and the Relation of County Superintendents thereto. These are all live questions—the questions that now press themselves forward for consideration. The time of school conventions is too often frittered away in the consideration of subjects of no practical importance. That of which we speak was emphatically a working body, wasting no time upon matters foreign to the purpose for which it had assembled

Fourth. In the conclusions arrived at. These are, in the main, summed up in the series of resolutions reported by the Business Committee, toward the close of the session. The attention of the friends of education throughout the State is respectfully called to them. They will prove a pretty safe guide to educational effort in all its departments. These resolutions were well considered, and the convention refused to commit itself to others of less evident propriety.

It gives us much pleasure to write these words of commendation of a body of men. most of whom have been our co-laborers in the great work in which we have been engaged for several years past, and all of whom we have learned to esteem. One thing only detracts from the pleasant associations connected with the convention, and that is the fact that twenty-five superintendents did not attend the convention at all, and some ten or fifteen others left it before its close. Some of these officers could, no doubt, give good reasons for their action; but the absence of so large a number indicates, in some districts, *a want of devotion to the great work.* The man who allows some petty, private interest, to stand in the way of the performance of a great, public duty, is not made of the right kind of stuff for an educational reformer, and ought not to be found filling the office of superintendent of schools. Devotion to a work counts, in the end, for even more than ability.

But, on the whole, the convention was a success; and, in comparison with others heretofore held, a marked success. With this, perhaps, one ought to be satisfied. We are.

OBITUARY.

DEATH OF WILLIAM F. WYERS.

JUST as we are going to press, the melancholy intelligence reaches us of the death of William F. Wyers. Mr. Wyers was widely known by the teachers and friends of education throughout the State, and universally beloved by them. His death will be felt as a severe loss. Especially will this be the case at the meetings of the State Teachers' Association, which he has been in the way of attending regularly for a number of years, and in which he took a deep interest. He was probably the most popular man connected with the Association, and his place cannot be filled. He had good common-sense to exercise upon practical measures, strong argument to use in carrying points which to him seemed important, a fine flow of well-chosen words and rich figures when eloquence was required, and a never-ending fund of wit ever ready to enliven a dull discussion or awaken the Asso-

cistion from a drowsy lethargy. Pennsylvania has left no better teacher than William F. Wyers.

We take the following extended biographical sketch from the Phila. *Press* of June 26th:

By the death of William F. Wyers, which occurred at his academy in West Chester, on Friday morning last, the cause of education has lost one of its ablest and most earnest supporters. He was one of the most thorough classical teachers in Pennsylvania, and for twenty-nine years, nearly ever since his arrival in America, he had faithfully devoted himself to the arduous duties of his profession.

Mr. Wyers was born on the 27th of January, 1812, in the little town of Esens, in the Hanoverian province of East Friesland, on the borders of the North Sea, or German Ocean. His father was a Lutheran clergyman, stationed in Esens, and his mother was a worthy woman of whom he always spoke with affection. There were five children—one daughter and four sons. His three brothers all died in early manhood, carried off within a period of two weeks by a malignant fever, and the sister, too, was taken away at the early age of thirteen years.

His father gave him his earliest instruction, but at the age of fourteen he was sent to one of the most excellent schools for which Germany is so justly celebrated, in order to prepare himself for the university At this school he remained four years, during which time he never visited his home. He then was sent to Heidelberg, and afterward to the University of Leipsic, in which he completed his studies and received his diploma. During the vacations he traveled in France, Switzerland, Italy, and other parts of Europe.

He then made an engagement to act in the capacity of tutor in the family of a rich nobleman, with whom he lived for over three years. Like other young students of that period, his mind was filled with visions of a freer and a more liberal government for the States of Germany. He joined one of the secret political societies which were then springing into existence, and, of course, was an ardent republican. Having published in some obscure paper an article criticising the government with perhaps too much freedom, he aroused the hostility of the authorities. He was informed that he must leave the country within twenty-four hours or he would be placed under arrest. He left with only seventy five dollars in his possession, and passing through France he sailed from a French port, and landed in Baltimore in May, 1842. Entirely ignorant of our language, he found it impossible without further study to secure any position as teacher, even of his native tongue.

He therefore applied for employment to Mr. Tyson, of Baltimore, then the owner of the extensive chrome mines in Nottingham, Chester county. He engaged him to work as a common miner. Mr. Wyers did not wait for something better, but gladly accepted the situation, as he felt that any labor, however humble, was much to be preferred to a life of idleness. He had spent but a few weeks at the chrome mines when he induced a few persons to take up the study of the German language, for which they were to pay him each a trifle. Having earned a few dollars by his labors as a miner, he walked forty miles to Baltimore to purchase some books by which to pursue his study of English. He bought a Bible, a copy of Shakspeare, and a dictionary, and with these under his arms. started back to Chester county. On the way, in Harford county, a country landlord, having learned on inquiry what he was carrying in his packages, would take no compensation from the young foreigner who exhibited such an earnest disposition to learn the English language. After working some months he found the exposure to dampness was beginning to affect his health and Mr. Brown, the agent of Mr. Tyson, accordingly gave him employment in some department of the work less trying to his constitution.

It was soon discovered that this miner, speaking broken English, and with his garments stained with yellow ore was a man of no ordinary abilities, and one who had enjoyed the advantages of the best education which Europe could give. It happened that the Rev. Scott Graham, principal of the New London Academy, desired at this time to engage an assistant teacher. He learned through Mr. Mark Hodgson that there was a young German not many miles distant engaged as a common miner, who it was thought had the proper culture for the situation. Mr. Wyers was sent for; he came, and Mr. Graham began to examine him. The latter soon came out of the room, saying, "This German knows far more about Latin and Greek than I do." The result was, that Mr. Wyers was employed as teacher.

In 1846, when the vacancy occurred, Mr. Wyers was elected principal. In 1849 the academy building was burned down. This happened on Thursday. On the following Monday rude desks were hastily prepared and fitted up in a carriage shop and the studies were continued almost with ut interruption. In April, 1850, he was united in marriage to Miss Mary F. Murphy, daughter of the late Robert Murphy, Esq., of this city. In 1853 he accepted a position as first classical teacher in the school of Mr. Bolmar, in West Chester. Here he remained about a year and a half.

In 1855 he was chosen principal of the old West Chester Academy, and very soon the number of pupils largely increased. He continued this successfully until after the breaking out of the great rebellion, when he converted his academy into a military school. He soon had over two hundred students, and until the close of the war he could hardly find room for all the young men that applied for admission. In the winter of 1865 he purchased the school buildings belonging to the estate of the late Anthony Bolmar, and removing thither in March, 1866, he opened the establishment with every prospect of success. In 1866 the Pennsylvania State Teachers' Association elected him president. Of this body he had been an active member for several years

Mr. Wyers was a most thorough and conscientious teacher. It has been said by New England men that no teacher south of New Haven sent scholars to enter college better prepared than were those who had been trained by Mr. Wyers.

In his long career of nearly thirty years he had two thousand students under his charge. During the rebellion no citizen of either native or foreign birth could have been more earnest than he in his loyal devotion to the country.

Much as he loved Germany, he loved the land of his adoption with more fervor, because he saw that under our free institutions there was a better chance for the growth of man. He was a sincere advocate of the temperance reform.

While in New London he connected himself with the Presbyterian Church, of which Rev. Robert P. Dubois is the honored pastor. Mr. Wyers, though at times hasty, never cherished ill feelings against any one, and he was always anxious to make speedy reparation for any wrong he might have done another by words too quickly spoken.

His school term ended on Thursday last; on the next morning closed his term on this earth forever. No more shall he call the roll of his students in the hall in which

his presence will now be so much missed, for he has gone the way of all mortals to respond to the great roll call above.

We also append a letter received from Mr. Wyers two or three weeks since. His words concerning himself were almost prophetic. Longed-for "rest" has come.

WEST CHESTER, June 5, 1871.

MESSRS. J. P. WICKERSHAM & Co.—*Gentlemen:* Enclosed please find my annual subscription, and never did I send money more cheerfully to the JOURNAL. It ought to be in the hands of every teacher in the State, from the primary schools up to the college, and I doubt not that under your management, and with your experience and zeal, it will make or force its way to the head of educational journals throughout the Union.

I have been exceedingly busy all through the year, and am looking forward with great longings to my season of rest. Thirty-three years of continued work in the school-room begin to tell upon even my iron frame, though I can hardly realize it.

I will endeavor, during your next year, to redeem my partial promise to contribute an article or two for the JOURNAL. With the hope of meeting both of you at our annual gathering at Williamsport, I am,

Respectfully yours,

WM. F. WYERS.

OFFICIAL DEPARTMENT.

SUPERINTENDENT COMMISSIONED.

Samuel Wolf, Esq., was commissioned County Superintendent of Indiana county for the unexpired term of J. T. Gibson, resigned. His post-office address is Brady, Indiana county.

PROCEEDINGS OF THE CONVENTION.

IN answer to a call of Hon. J. P. Wickersham, State Superintendent of Common Schools, the convention of county, city and borough superintendents met in the Senate chamber, Harrisburg, at 2 p m., July 20, 1871.

On motion of A. T. Douthett, of Allegheny, Superintendent J. P. Wickersham was unanimously elected president. The organization was completed by electing C. V. Gundy, of Union, and A. T. Douthett, of Allegheny, vice presidents, and William N. Aiken, of Lawrence, and Hugh B. Eastburn, of Bucks, secretaries.

After prayer by Rev. O. H. Miller, of the School Department, Hon. J. P. Wickersham delivered the following address:

ADDRESS OF STATE SUPERINTENDENT.

GENTLEMEN: You have been brought together for the purpose of mutual counsel. Many of you have seen much and varied service in the work of superintending schools, and, by a meeting like this, each can be made to profit by the experience of others. May I beg that all will unite in a common effort to accomplish the purpose for which we have assembled, that of increasing our ability to discharge properly the duties of our several positions, and deepening the public interest in the great cause of popular education?

No effort has been made to surround this meeting with those attractive features which are necessary to bring to it large crowds of people. It is intended to be a business meeting. You are public officers. Your work is the supervision of the schools of the commonwealth, and growing out of it, there are questions needing cool, cautious, earnest deliberation—a weight of consideration ill suited to the excitement of a popular assembly. In that quiet, business-like manner, therefore, which befits the occasion, it is hoped you will take up, consider and pass judgment upon the various subjects that shall be brought before you for consideration. It is not your wish, I trust, to engage in a play with the mere bubbles that appear upon the surface of society, dazzle us for a moment with their beauty and then disappear; but rather to make an honest effort to broaden, deepen and purify the currents of human life that move far beneath them. Let this be done with the calmness and dignity of an educational senate. By way of bringing you face to face with the work before you, permit me to present some facts concerning the magnitude of the school interests of Pennsylvania.

There were in attendance at the common schools of the State during the past year at least 850,000 children. It is estimated that there are 75,000 children who ought to have attended school but did not, and that 50,000 attended private schools. It is almost certain that there will be full 1,000,000 children in the State the coming year, who either will attend school or ought to do so. Our system of common schools is intended to provide an education free to all children of proper age in the State; is operated, in addition to the force in the school department, by eighty superintendents, thirteen thousand directors and eighteen thousand teachers Its cost the past year was over $8,000, 00, of which the State paid $500,000. The balance was raised wholly by local taxation. The valuation of the public school houses of the State is over $16,000,000. In addition to her system of common schools, the State has established a system of normal schools.

To these she has appropriated over $200,000 directly from her treasury, $62,500 of which was appropriated by the last Legislature. Of these schools, five are in operation, with full faculties, and some two thousand teacher-students. They possess property worth $400,000. They will send out the present year about one hundred and twenty graduates. One school has been recognized by the State, and will open in September next, and four more have buildings in course of erection. There will probably be ten State normal schools in operation within a year. In this way the State intends to prepare teachers for her common schools. No other State has attempted to do it on so large a scale.

The act to which the future historian of Pennsylvania will point with greatest pride, is that by which the State became the father of the destitute children orphaned by the late civil war. At the close of the war, she found within her borders large numbers of poor children, whose fathers had lost their lives in defense of their country. More than 5,000 of these she has gathered into schools and homes, and maintained and instructed them at a cost of over $3,0 0,000. The appropriation made for them the present year is $520,000. By a recent enactment,

these orphan schools, in connection with the common schools and normal schools, have been placed under the supervision of the School Department. In thus acting, the Legislature confidently expected to enlist a deeper interest in the State's grand scheme of benevolence, on the part of all concerned in the management of public education.

Outside of this circle of influence, outside of the State's sheltering protection, unaided by the State's bounty, stand our colleges and academies. In other days they received liberal appropriations from the State, but these have been discontinued for many years. The Constitution makes provision for higher education as imperative as it does that "the poor shall be taught gratis;" but this provision remains almost a dead letter. A number of our colleges and academies make a cold, formal report to the school department, and with that the connection ends. Instead, there ought to be an organic connection, and the warm blood should be made to flow through all the parts of one grand system. There are about thirty institutions chartered as colleges open throughout the State, and probably twice that number of academies of all grades. The number of students in both classes of institutions is estimated at 6,000. There ought to be ten times that number.

The facts and figures now presented show that our State system of schools has become an interest of great magnitude; indeed, when well considered in all its bearings upon our material, social and political affairs, it at once assumes its proper rank as the leading interest of the commonwealth. The State that has educated citizens has everything.

The present magnitude of our system of education is not more wonderful than its growth within the last five years. The total expenditures for the system in 1865 were $3,614,238.55; this year the expenditures will exceed $8,000,000. Since 1865 we have expended over $10,000,000 for school houses, more than in the whole preceding thirty years since the system went into operation. Our teachers will receive this year a million and a half of dollars more than they did in 1865, and all this is the result of sound, healthy action on the part of the State and the people.

The growth is a material one, for be it remembered that our system of schools is a system built up by the people, not for or over them, and its progress is always a safe measure of their increasing interest in the good work of educating their children.

Superintendents: I have spoken thus at length of the magnitude and growth of our system of education, in order that you may deliberate here to-day in full view of the whole field before you. To you has been intrusted an important part of the work of education in the State. It is your duty, as far as in you lies, to bring all the children of proper age within your respective counties into school, and to have them well taught when there. It is your further duty to deepen public interest in education, for be assured that safe progress in school affairs among a people like ours can only be made when they give it support. Give the people light, evoke their strength, fertilize the ground about the roots of our system, and all will be well.

The roll was then called, and forty-seven superintendents answered to their names

George L. Maris, of Chester, offered the following resolution, which was adopted:

Resolved, That a committee of three be chosen to prepare business and determine the order of the proceedings.

Messrs. Maris, Fisher, of Bedford, and Boyd, of York, were appointed said committee.

S. G. Boyd offered the following resolution, which was not agreed to:

Resolved, That all resolutions be referred to the Business Committee without discussion.

D. S. Burns, of Harrisburg, offered the following, which was agreed to:

Resolved, That all friends of education be invited to participate in the discussions of the convention, but not to vote.

Horace Armstrong, of Luzerne, offered the following:

Resolved, That members be confined to five minutes in their speeches, in the discussions during the present session.

Geo. M. Fields, of Beaver, moved to amend by allowing those who open the discussion ten minutes.

The amendment and original resolution were both defeated

Wm. Moyer, of Snyder, offered the following resolution, which was agreed to:

Resolved, That ex-superintendents and principals of State normal schools be considered full members of the convention, except in a vote by counties, when superintendents in office only shall be entitled to vote.

R. M. Magee, of Centre, then read the following paper upon

GRADED SCHOOLS IN RURAL DISTRICTS.

We do not wish to be viewed in the light of a critic when we assert that there are many imperfections in the practical working of our public schools, and attempt more particularly to point out one of these defects, and prescribe means for its correction. We do not here wish to question the excellence of our unrivalled common school system, for though it has its minor defects, it is everywhere manifest that it is doing a noble work; in whatever direction we turn our eyes we see sure indications of improvement; yet with all the improvements and changes that have been wrought, every one will admit that there is something lacking in the present organization of our "country schools;" and while we do not wish to pamper the prejudices of the inconsiderate, we must admit that there is only too much truth in the assertion of those who tell us that the public schools in the rural districts do not accomplish enough.

Admitting this, then, it becomes us to inquire into the cause; and here we may safely assert that, among the many obstacles in the way, *the undivided labor system*, more than any other, lies at the bottom of this; hence the remedy is obvious—*the proper grading of the schools wherever it is practicable.*

Mixed or ungraded schools must remain defective, for the reason just stated, and fall far short of the standard intended by the system. Indeed the system recognizes them only where grading is impossible.

This subject has been frequently discussed. Extreme views have been given, in some cases recommending such radical and sweeping changes as to preclude even the hope of a fair trial. It is our object here not to recommend any extreme measures, but by a few practical suggestions to point out what we consider:

1. *A suitable plan and means for the grading of schools in rural districts.*

Every village of sixty or more pupils should, and can, have its schools graded, if the proper means are adopted. Every ordinary village and densely populated locality has more then one school-house within convenient distance. In such cases all that is necessary is to divide the schools, sending the smaller children to one, and the more advanced to the other. There may be some who will oppose this on the ground of having to send their children of a certain age to a more remote point, when they have a school house at the door. This is a difficulty that can-

not be obviated, and it may require more than ordinary effort to convince such persons It would lessen the cost, and not necessarily increase the number of teachers The best evidence we have of the success of such measures under similar disadvantages is, that in localities where such grading has been done, we nowhere see the old system of mixed schools being replaced.

That it is cheaper, in such localities, *at once* to establish such graded system, is shown, not only in the reduction in the number of teachers required to teach the higher branches, but in the buildings necessary. One building, with two rooms, will not cost as much as two seperate buildings, with one room each. One example may serve to illustrate this: A few years ago, in a certain village having two separate, ungraded schools, composed, in part, of scholars from the country, one of the buildings was destroyed by fire, and it became necessary for the district to erect another. A proposition was made to grade the schools upon the union plan, the village offering to donate the ground, and erect the building needed, if the board would appropriate $2,000 towards it. This offer was not accepted, the Board deeming the plan too expensive, and an ordinary single house was built, at a cost of $1,200; a couple of years later the other house had become so bad as to make it necessary to build again, but the building so lately erected now stood in the way of the proposed union building, so another single house was erected—this time at a cost of $1,800, besides $200 paid for the ground. Thus this penny-wise policy produced a dead loss of $1,200 to the township, besides frustrating the hope of union graded schools for years. Where two grades only are to be established, if there be already one good building, it may be enlarged by attaching to it another room, either for a separate grade, or to be used as a recitation room, with an additional teacher; or, should the separate plan of grading be preferred, another building may be erected at some point most convenient for the smaller children.

In regard to the number of grades to be established, no definite rule can be laid down. Local circumstances must alone determine this. To give efficiency to the system it is plain that there should be at least *three* well defined grades—the Primary, Grammar, and High School; but though we shall endeavor to show that very many districts can have these three grades, we believe that *not all* rural districts are ready at once to take this advanced step, and in these would recommend two grades—Primary and Grammar departments. We will go a step further, and concede that in *some* sparsely settled districts it is unreasonable to suppose that the schools can at all be graded at present, however much they suffer by the delay; but this may apply only to the few, and we hesitate not to assert that in every thickly settled district such grading should be done at once. We assert this not without a full conception of the many difficulties in the way, not a few of which are of a local nature, and can be dealt with successfully only by the local board of directors. A very serious obstacle in many districts is the shortness of the school term; but the greatest obstacle of all is, probably, the tendency of the people to hold on to old plans, and to look with distrust upon all new measures.

We cannot expect these obstacles to be overcome without much patient labor. Every step in the development of our system has been at the same outlay, and yet no sooner taken and fairly tested than it has won the favor and support of the people. It is suggested, however, that all attempts at grading be attended with as little expense as possible.

We herewith give briefly the outline of a plan, which, being modified in various localities to suit the peculiar disposition and feeling of the people, we think could be put into successful operation in *almost* every township in the State. First, let every village and densely populated section have its Primary and Grammar Schools, as above indicated, allowing pupils from neighboring sub-districts to attend these; then, at such convenient distance as not to incommode any—about three miles from the most distant—establish a High School, for the continuance and completion of the course commenced in the Grammar Schools, with such additional branches as would make it equal in grade to a first-class academy. The distance seems to be the greatest objection that could be offered to this plan, and yet none would have over *three miles*, and comparatively few would have that distance, to go, and they only the older class who would attend the High School. Thus every division of about six miles square would constitute a High School district; but in sparsely settled districts, or where the advancement of the schools would not warrant so many, ten miles square might constitute such district. In many of the smaller townships but one High School would be required; and where such single school could not be sustained, a joint High School, for neighboring districts, can be established, with privilege for all, of a certain grade of scholarship in such districts, to attend. The objection to the last-named plan is that pupils attending the High School would have to board at the school, at considerable expense, besides losing the benefit of home influence; but if these were once fairly established, others nearer home might, in course of time, take their place as they were required; for the Grammar Schools would furnish material which would, of its own accord, build up the requisite number of High Schools.

II. *Having considered the feasibility of grading the schools in the rural districts, we will briefly refer to some of the many advantages which result from such grading.*

1. No school can make satisfactory progress where the elementary and the higher branches are both taught by the same teacher; the labor is too great in quantity, and too greatly diversified, for any teacher to do justice to himself in the school.

2. The division of labor consequent upon the grading of the schools would give rise to separate classes of teachers, whose duty it would be to prepare for some particular department, and whose attention, no longer divided upon all classes and grades of scholars, would be directed to a single object.

This principle of special education is being carried out in all the learned professions,—in law, we have our counselors and barristers, our civil and our criminal lawyers; in medicine, we have our surgeons and clinics, our ear, and our eye physicians. So with the teacher—the work of the infant school is a work of art, and one which the accomplished teacher of belles letters and the languages might fail to do well; and in like manner with all the different grades—each has its own distinct and separate laws in regard to arrangement, adaptation of school furniture and apparatus, and methods of teaching and governing—the results, respectively, of long experience and special training. Thus dignity and importance are given the work of teaching, on account of its efficiency, and what was regarded as fit employment for a novice is held to be the legitimate work of an accomplished artizan.

3. *Much time is gained.* It requires as much time to hear a class of *two* or *three* pupils recite, as if it were composed of *fifteen* or *twenty* members; hence a school graded and divided into *two* or *three* classes will receive a great deal more benefit than it could if divided into *twenty* or *thirty* classes, as is frequently the case in mixed schools, where we find from *forty* to *sixty* pupils under the care of one teacher, and these ranging in age from six to twenty one years; and in studies from the alphabet to

the higher English branches. Under such circumstances it is not surprising to hear that the smaller pupils do not receive the amount of time and attention that they should. Indeed, justice cannot be done.

4. *The discipline for different classes or grades of pupils should be different.* Those incentives which influence the little child—the restraints and punishments which alone are suitable for the primary school—are distasteful to the young man or young lady who attends the same mixed school, and as utterly unfit for them as for the Parisian rabble; but let the schools be graded, and every grade thus formed can exercise its own distinct functions.

5. *Better qualified teachers can be procured*, and teaching rendered more effective; for it is certainly easier to find a teacher well qualified for *one* department, than one thus qualified for *every grade*. There are those who are peculiarly fitted, both by nature and education, to instruct in certain branches, but unqualified for others; for teachers, being human, have their "hobbies," in common with their brethren.

6. *It facilitates the grading of teachers' salaries.* By the present arrangement, with a *few* pupils studying the higher branches in every school, teachers capable of teaching these higher branches are required for *all* the schools, and like salaries demanded for like quality of work. Were the schools properly graded, a smaller number of teachers of this grade would be required, and the salaries could be graded in justice to all, according to qualification and ability of teachers. The unfairness of the present system is annually driving many of our best teachers into professions which afford them a chance to rise, and where ignorance is not thus encouraged by paying a premium for it.

7. *It facilitates classification.* In all well regulated, graded schools the board of directors prescribes a general course of study for the several grades; but in ungraded country schools, in general, no such course of study is prescribed by the board, and teachers, for want of firmness, frequently allow the erroneous notions of persons who know nothing about the fitness of pupils for the different studies, to govern them in this important duty.

8. *It provides home instruction.* In every community there are families who desire to educate their sons and daughters beyond the meager degree attainable in the common school, but who, in order to do so, are compelled to send them away to some distant institution, at a great expense, beside losing the benefit of home influence. This is unfair even for the wealthier class, for he who pays his school tax has a right to expect the school to be sufficient for his wants

But how will the poor fare? While the children of the wealthy *may* finish their education abroad, the large majority—the hope of the country—are compelled to submit, and rest content here, simply because their parents are unable to send them abroad, and we have no home schools in which they can complete their education. This is contrary to the spirit of our institutions, favors a separation of classes, and casts odium upon the schools—seeming to imply that they are only good enough for the poor.

9. *It secures permanency.* It is not for the present only that we must provide; the schools of to-day will bear fruit only in the distant future, and the character and condition of society *then* will be the result of the schools *we* institute and control now,—and in exact measurement with their efficiency.

Believing that it is practicable to grade the schools in the rural districts, and having noticed a few of the advantages resulting therefrom, we will yet refer to

III. *The Consequent Duty of Directors.*

The *school law* provides for the grading of schools Section 60, page 76, of the school digest, says: "The directors and controllers of the respective districts shall have power to establish schools of different grades," etc., and the school department has decided that this duty is *obligatory* upon directors in districts admitting of this arrangement. Directors are invested with full power to provide for the intellectual wants of *all* the children of the district, and this can only be done by establishing proper grades according to law. The president of the board is required, in order to secure the State appropriation, to *swear* that the law was complied with; not in part, but the whole law; and this portion of it can no more be evaded than any other.

To directors we look. Will they move in this matter? All that is asked is, to give this, or some kindred plan, a fair trial, and we have not the least doubt but that it will receive the emphatic ratification of the people.

The paper was discussed by J. W. Baker, of Delaware, who said that the true way was to begin with schools of a higher grade. His county was making efforts to establish a public high school, and this done they would proceed to complete the work by establishing graded schools in the different townships.

Geo. L. Maris, of Chester, believed in graded schools. The more advanced pupils should be taken from several sub-districts, and put into a central school of superior educational facilities. Four such schools were doing thorough work in his county.

Wm. H. Shelley, of York borough, favored graded schools, but thought they are not practicable in sparsely settled districts.

H. M. Jones, of Westmoreland, said that school men in his locality approved of graded schools, but found difficulty in the distance to be traveled.

Geo. M Fields, of Beaver, said that the plan in his county was to have a central high school, to which advanced pupils were promoted from the other schools in the district.

A. T. Douthett, of Allegheny, did not fully believe in the system of grading schools in rural districts, though he was an advocate of graded schools. His experience showed that pupils in mixed schools made fully as much and often more progress than those in graded schools. The younger learn from the more advanced, and often acquire a taste for a study long before they are prepared to enter it, from simply hearing others recite. The different grades assist each other, and it is a question well worthy of thought, if it be not better in some cases not to grade.

H. A. Fisher, of Bedford, advocated the grading of schools, whenever a sufficient number of pupils could be gathered prepared for higher culture than can be, or is usually, given in mixed schools. He saw the difficulty in the way in many rural districts, but believed the department, in presenting this topic, meant it to apply only to such districts in which the want was apparent, and where it could be met. His own county furnished a number of districts in which graded schools would supply a great need, but how to get them was the question. Patrons and directors must first be made to feel the necessity—must be made to long for the graded school—and then they would come. Legislation might give them, but it were better the people saw the want without legislation.

J. W. Allen, of Potter, spoke of the difficulty attending the grading of schools.

C. V. Gundy, of Union, who represents a small county in the centre of the State, with forty-eight schools, twenty-three of which are graded, was a strong advocate of graded schools. He knew their worth.

J. W. Martin, of Sullivan, spoke of the necessity of a change in the law, so as to make every board in the State establish graded schools whenever they could be supported.

The question was discussed by a number of other members of the convention, and closed by the State Superintendent with the following remarks:

This topic embraces the broad question of "higher education," and may properly be considered under three heads: 1. What are the present educational demands? 2. Are these demands answered? 3. If not, how are they to be answered? Education in the elements does not answer the demands. The educational demands of the times are not fully met by our present schools. Seminaries and academies, as has been stated by the gentleman from Potter, are no longer filled with students; they are giving way. For what reason it is not for us to say at present. They no longer supply the demand When we look at our public schools, we find many pupils who know as much, and often more, than those who are placed over them. Teachers have more work than they can do. The children are asking for bread and we are giving them a stone. In towns and villages the want is met, often imperfectly, it is true, but still more fully than a few years ago. But in the counties of Potter, Fulton, and in many others—almost everywhere in the rural districts—the educational demands are not met. We want higher schools; graded schools, grammar schools, if you please, but above all we want higher education. If a State has educated minds it has everything else. It is the best kind of political economy that saves mind, that develops all the powers of the mind. Pennsylvania cannot afford to lose a single mind. If the people were themselves fully educated, there would be no difficulty about establishing graded schools in rural districts. Educate the public mind and there will be no trouble about distance, local prejudice, want of support. Educate the public mind, and the farmer here, as in Massachusetts, will take his son or daughter on his horse, or in his wagon or buggy, to the graded district school.

On this subject, Mr. Douthett, of Allegheny, offered the following:

1. School districts and sub-districts may be so enlarged as to embrace pupils enough for a graded school of two or more departments.

2. Two or more districts, with a primary school in each, may be united, and a central school formed for the more advanced pupils.

3. A central high school may be organized in each township for the more advanced pupils.

These propositions, after some remarks by the chair and others, were withdrawn for the present.

Geo. J. Luckey, of Pittsburgh, then made a verbal report on "The Cause and Cure of Truancy, Absenteeism and Irregular Attendance."

He held that the first thing to be done is to find the cause of these evils. They will generally be found to arise from a want of proper effort on the part of the teacher to make the school-room pleasant and attractive, by which means he may break up truancy, absenteeism and irregular attendance. What causes the boy to seek the hot and crowded street, the country lad to wander through wood and field, by brook and creek, rather than spend a few hours in the school-room? Nothing but the fact that in the panorama before him in the street, or in the lily-covered meadow and gorgeous wood, he finds food for the young imagination, and pleasure not known in the dull school-room. Beautify your school houses; make them what they should be, and the boy will be drawn from the street, the wood and field, and he will love the school. How sadly do directors, as a rule, ignore this truth. They locate school houses in the most miserable and forsaken places; construct them on the cheap plan, and make them repulsive to the boy. As an illustration of what a school may be made, he cited "Highland School," in Pittsburgh, beautifully ornamented, flowers grown in the school-rooms, the walls are hung with paintings, and everything done to make the school attractive. The teachers of this school, during the past year, reported not a single case of truancy. What was done here, can be done in other schools.

A resolution, offered by Mr. Boyd, of York, at the opening of the convention, "that the sessions of the convention be held as follows: From 9 to 12, in the forenoon; from 2 to 5, in the afternoon, and from 8 to 10 in the evening," was again called up, and adopted.

J. W. Allen, of Potter, then resumed the topic introduced by Mr Luckey, saying that the best house does not always contain the best school. If we had better *schools* rather than better houses, truancy would be less frequent. Grand school buildings, expensively furnished and ornamented, are not possible in large portions of the State, while good schools are everywhere possible. Parents, also, are accountable for the irregularities of their children.

Samuel Wolf, of Indiana, thought the causes might be mentioned under the different heads of poor school houses, lack of general interest, want of knowledge on the part of the parents, lack of professional skill on the part of the teacher; chiefly, indeed, in the last named particular. If the teacher infuse the proper spirit into school work, and awaken an interest in it, the scholars will attend

The hour for adjournment having arrived, the convention adjourned to meet at 8 o'clock, p. m.

EVENING SESSION.

The convention having reassembled, Mr. Luckey offered the following:

Resolved, That the common practice of many of our school boards, of making sex, instead of merit or amount of labor performed, the basis of salary, is highly discreditable, and should be abandoned.

Mr. Allen moved to lay the resolution on the table. Not agreed to.

Mr. Douthett moved to refer it to the Business Committee. Agreed to.

Mr. Jones, of Westmoreland, moved the appointment of a committee to wait on the Governor, and invite him to address the convention.

Agreed to, and Messrs. Jones, Tilden, of Susquehanna, and Horne, of Williamsport, were appointed.

Geo. L. Maris, of Chester, then read a paper on

LOCAL INSTITUTES.

The success of public school education, and, in fact, education of any kind, depends entirely upon the estimation in which it is held by the people. The feature of our system which makes its excellence, and especially distinguishes it from other systems, is the close connection between the popular will and common-school training. In view of this fact, the duty of a county superintendent seems clear—he should educate public sentiment to the highest possible degree.

The means prescribed by law and usually practiced by school officers, consist in public examinations of teachers, visiting schools and holding a County Teachers' Institute, all of which are of great value when properly prosecuted; but, as may readily be seen, these are but indirect means of acting upon public sentiment, looking in a great measure to future generations for fulfillment.

In an agricultural and manufacturing district, the great

mass of the community are entirely engrossed with business, and give scarcely a thought to the subject of education further than to complain about their school tax.

The district institutes, formerly quite popular, have fallen into disuse through lack of interest on the part of both teachers and directors, and no adequate means of reaching the popular ear seemed to remain except the revival of the local institutes, somewhat on the plan of a former superintendent of Chester county, Dr. Franklin Taylor, whose co-operation in the work I was so fortunate as to obtain.

In discussing the merits of these institutes, I shall first speak of the general plan of conducting them and the nature of the work accomplished; and in the second place, give a general view of the relative amount of influence exerted by a county superintendent who devotes a part of his time to this field, when compared with that achieved by adhering strictly to the duties prescribed by law.

1st. Each institute should last at least five days, and the aim should be to make the exercises attractive to the masses who are not accustomed to protracted mental exertion. Experience has amply proven that at least two days are required to arouse an interest among the people and secure a good attendance.

The plan pursued in Chester county was uniformly to commence Monday afternoon at two o'clock, and close Friday night, and the result was a constant increase in the attendance, until the hall was too crowded to admit any more. This result was reached at every institute, whether the hall was capable of holding three hundred or one thousand, as was the case in Phœnixville and Coatesville, the latter closing its sessions last week. Though there are always some in every neighborhood who are sufficiently interested to come to the first session, the masses will wait to learn the character of the exercises from those who have attended; hence the necessity of giving such a degree of life to the proceedings as to compel the attendance even of opponents of progress, else the institute will fail of success.

Employ a good elocutionist, if possible; one who is accustomed to the kind of work required, and secure the services of an experienced teacher who is ready in debate; then with music and the local talent you may meet, there is lacking only tact on the part of the superintendent to make the sessions sufficiently attractive to insure a large attendance both of teachers and patrons.

It must be borne in mind that the *primary* object of these Local Institutes is to arouse a more lively interest in the minds of the community, and that people must, in a great measure, be *entertained* by the exercises; hence the importance of lively discussions bearing upon the subject of education. Long essays upon the teaching of different branches *may be* in place at the Annual Institute, but they are sadly out of place when the object is to awaken the interest of the people; in fact, set lectures of any kind are seldom in place at these meetings, consequently no fixed programme should be made, but the general plan of the institute should be adapted to the wants of each neighborhood. If a community is especially interested in the establishment of a graded school; if there is a general belief that male teachers are preferable to female, or if the subject of teachers' wages is the theme of the neighborhood, the superintendent should ascertain this fact and devote a part of the very first session to a discussion of the all-important question.

A local institute should be infused with all the vigor of a well conducted county institute with the special difference that the one is held primarily for the purpose of arousing public sentiment; the other to instruct and stimulate the teachers. People are fond of change, consequently anything new and attractive will be successful. The county superintendent, in the discharge of his ordinary duties, such as holding examinations and visiting schools, ceases to attract the attention of citizens to a degree sufficient to wield an extensive influence in the formation of public opinion; his labors, therefore, to a great measure, effect the teacher and pupil alone; a very important and necessary result, it is true, yet by no means as influential as could be desired. By devoting a part of his labors to holding institutes in various parts of his county, he can not only bring to bear upon the desired object his own effort in a vastly increased sphere, but he is enabled to employ a variety of talent that otherwise would not reach the public ear.

In the course of institutes held since November, in Chester county, at least 12,000 citizens were in attendance to hear the free and candid discussions of many of the problems that now attract the attention of thinking men. Among the speakers employed, I would name a few of those who will be recognized as leaders of advanced thought: Rev. James M'Cosh, Mr. Bayard Taylor, Hon. John W. Forney, Rev. A. A. Willets, Hon. Washington Townsend, Dr. Franklin Taylor, Dr. Wm. Elder, Gen. John Eaton, Hon. J. P. Wickersham, Prof. J B. Roberts, Rev. I. N. Rendall, and many others, whose labors were, perhaps, almost equally effective.

In addition to the influence exerted upon those who were actually in attendance, the reports published in the local papers, and in the Philadelphia *Press*, reached thousands of others, so that the good accomplished cannot be easily estimated, though the results are already manifest in the increased activity among directors and people in providing better school houses, desks, books and apparatus.

I would not be understood as under estimating the ordinary labors of a superintendent, for I know much good is accomplished by visiting schools; yet I would earnestly recommend that a *part* of each year be devoted to holding local institutes, even at the expense of other duties, as the result will justify the departure.

It is also respectfully suggested that a small sum be appropriated by the State to sustain an officer whose duty it shall be to assist county superintendents in this important work, so that every part of this old commonwealth will be made to feel the stimulus of well directed thought, and the youth may reap the results of a more enlightened public sentiment in the greater excellence of her public schools.

The presiding officer then called upon Dr. Taylor, formerly superintendent of Chester county, for some remarks on the subject.

SPEECH OF DR. TAYLOR.

Dr. Taylor said that he had no thought of speaking, but as it seemed the desire of the convention, he would, in brief terms, give his views on the value of institutes in arousing enthusiasm in the minds of the people on the subject of popular education. Fourteen years ago, when elected to fill the office of county superintendent, he found great opposition manifested by many persons all over Chester county against the office, and he, therefore, saw plainly that the first duty was to convince all classes that the superintendency was the most efficient agency to infuse life and purpose into the workings of our public school system.

When in June, 1857, he entered upon the duties of the office, his first act was to issue a call for a teachers' institute, to be held in Kennett Square during the week commencing Monday, the 13th of July. The design was to make this the first of a series, to be held in different parts of the county, wherever a hall or church could be obtained in which to assemble. Knowing that meet-

ings of short duration would be inadequate to present the subject in its various bearings, he adopted the plan of holding these institutes for a school week, commencing the exercises on Monday, and not closing until Friday night.

County institutes had been held once a year in West Chester, but to these thousands of the citizens of the county never came. As the whole people could not come to listen to the proceedings of the annual institute in the county town, it was resolved to carry the institute to the people.

These local conventions, then, were not designed to be so much teachers' institutes as people's institutes. During the day sessions, it is true, the teachers present were trained in all the branches required to be taught in the public schools, but the evenings were devoted to popular lectures and discussions, by able and distinguished men, both from home and abroad. All professional men, clergymen, lawyers, doctors; all teachers in private schools and academies, and every person who had ability to speak, were cordially invited to join in the exercises. The assistance of the best musical talent was secured to enliven the proceedings and to attract large audiences.

At first, some of the good members of the Society of Friends, who are among the most sterling citizens of the county, appealed to the superintendent not to injure the cause of education by introducing musical performances into the exercises of the conventions.

They said that music was the invention of the devil, and that, as Friends, they could not consistently attend, unless music were prohibited. To this the reply was made that music was not the devil's invention, but it was God's invention—the divinest of the arts—by which man is better enabled to understand the harmonies of creation, and to elevate himself into the highest ranges permitted to human thought. That, therefore, music should be used to aid in advancing the claims of education, and to increase the interest of the people in literature, science and art, and in all those pursuits which most adorn man and dignify his existence.

Anything, not inconsistent with the idea of an institute, which may serve to make its sessions more pleasant and cheerful, should be employed by the superintendent. He asked the managers of institutes to avoid all prosy and pedantic speeches, avoid all platitudes and commonplace sayings about education, which have been repeated until sensible people are tired of hearing them, and try to infuse a more liberal and catholic spirit into the minds of the audiences.

The common-school system of Pennsylvania ought to have the highest order of talent in all its departments, especially for the performance of the duties of supervision required to be done in every school district in the State. No department in our commonwealth is better organized than is the present system of public instruction. I except the Pennsylvania Railroad Company. That is the best organized corporation in the State, or perhaps in the world. The State Superintendent stands at the head of the system as commander, while the county and town superintendents act as subordinate officers, and the directors in each district are there to watch the movements of matters under their charge, and to report to the State Superintendent at stated times upon the condition and progress of the schools.

The State Superintendent thus knows all that is going on in every county and every district; he best knows what is needed in the shape of new legislation, and he can report to the Committees on Education in the Senate and House of Representatives what modifications should be made, from time to time, in the laws relating to the schools of the State. It is by this arrangement that we are enabled to secure healthy legislation. Last January he endeavored, in an address delivered in the hall of the House of Representatives, to induce the members of the Legislature to organize the great interests of agriculture, mining, and manufactures in a similar manner; but they were all too busy in passing sixteen hundred pages of so-called local laws to pay much attention to anything that the present speaker could give utterance to on that occasion.

But these, gentlemen, are among the problems of the future. Let us do what we can to improve the school system of our State, which, it must be admitted, stands higher in importance than even the mighty material interests which so characterize the Commonwealth of Pennsylvania.

Mr. Luckey, of Pittsburgh, advocated local institutes which would instruct and interest parents.

Wm. C. Tilden, of Susquehanna, was of opinion that county superintendents would do more good, if they would visit less and do more institute work. The people, however, expected numerous visits. Public opinion should be corrected.

Prof. F. A Allen, of Tioga, being called upon, explained the workings of institutes in the Eastern States; spoke of the condition of the schools of the East, and their teachers, and gave briefly a plan for conducting county institutes, as it had developed itself from his many years' experience in this field of labor. He spoke of the fact that the Eastern States were adopting the Pennsylvania plan of teachers' institutes, and also the plan of county supervision, and that attempts were being made to abolish the district system, establishing townships as the boundary lines of school districts.

Mr. Douthett, of Allegheny, did not regard visiting schools and examining teachers the whole of the superintendent's duty. Counties should be divided into sub-districts. Teachers should be required to attend, and an educational spirit would be kindled in the vicinity of the institutes. Let there be educational light and there will be more liberal legislation.

Rev. A. R. Horne, of Williamsport, disapproved of sensational institutes, got up for the purpose of glorifying somebody. As many teachers have limited advantages, class drills should be practiced.

The following resolution was offered by J. E. Hawker, of Hyde Park:

Resolved, That district or local institutes, held by the county superintendent, are of paramount importance, and should be encouraged, even though it be at the partial sacrifice of school visitation.

On motion of Mr. Douthett, a vote on the resolution was ordered to be taken at the same time with that on county institutes.

H. S Jones, of Erie, wished to know the number of superintendents present, who had held local institutes. On show of hands, it appeared that these institutes had been held in about one-third of the counties.

A report was next read by Wm. N. Aiken, of Lawrence, upon

COTNTY TEACHERS' INSTITUTE.

The subject which is now presented for our consideration is County Teachers' Institutes. They are of comparatively recent origin, yet of great importance in the workings of our common school system. Recent, in the establishment of institutes by legal authority, but of much older date in their organization and work. Institutes have been held in many parts of our State ever since the establishment of the county superintendency, and in some counties, before the Act of Assembly of 1854, authorizing the election of county superintendents. Organiza-

tions, called teachers' institutes, which were for the improvement of teachers in their work, have been in existence for at least a score of years, in parts of our Commonwealth. Teachers feeling the want of more uniformity and coöperation in the work of imparting instruction in our schools, and the great importance of the work in which they were engaged, met together for mutual improvement. Thus, in the growth and development of our common school system, institutes have had their beginning. By act of Assembly, of April, 1867, institutes are now ingrafted into our common school system, and established by legal enactment. Previous to this, they were the voluntary meetings of our teachers, and friends of general education, for consultation concerning the interests and prosperity of our schools.

This part of our system of education was not forced upon us by the powers that be, who but legalized what had already been established in many places. Now, we are authorized and required to assemble our teachers of common schools, and other institutions of learning, at some convenient place, to hold a teachers' institute annually, according to act of assembly, April, 1867, which reads thus:

"That the County Superintendent of each county in this Commonwealth is hereby authorized and required, once in each year, at such time and place as he or a properly authorized committee of teachers acting with him, may deem most convenient, to call upon and invite the teachers of the common schools and other institutions of learning in his county, to assemble together and organize themselves into a teachers' institute, to be devoted to the improvement of teachers in the science and art of education, to continue in session at least five days, including a half day for going to and a half day for returning from place of meeting of said institute, and to be presided over by the County Superintendent or some one designated by him, and be subject in its general management to his control."

The object in reading this section of the law is, to show what the Legislature of our Commonwealth had in view, when they made it obligatory upon superintendents to hold institutes annually. The law says, "the object of the institute is to improve our teachers in the science and art of education." This is, doubtless, the great work of the institute. A few years ago, in the history of our common schools, there was no uniformity in teaching; every teacher had his own methods of imparting instruction, and his own methods of governing in the school-room. These were often crude and ill adapted, when they were formed without thought and observation by the inexperienced. But teachers of larger experience and better judgment adopted other methods, which proved more effective. Then the result of this inequality in the qualifications of teachers, was, that there existed a great difference in the advancement of our schools, which was owing to the fact that all the teachers had not received a sufficient training The institute has been the means of making a change in this respect, for we now have uniformity of methods of instruction and government to a considerable extent. This is the result of our teachers' meeting in county conventions and aiding each other in their work.

It is not supposed that it is necessary, at this time in the progress of our schools to urge the importance of teachers' institutes. It is taken for granted that they are important, and are doing a good work in elevating our system of public instruction. Then, a few suggestions will be made concerning the methods of conducting these meetings.

We will first speak of what may be called the lecturing method. What we mean by this is, when the whole or most of the time of the institute is taken up by lectures, and these may be on as many different subjects as there are lecturers, or they may be limited to a few of the most important subjects. They may be what is termed good lectures, on interesting topics, well delivered and instructive. They may contain valuable thoughts, well matured and clothed in appropriate dress with evidence of originality Much instruction may be received from such lectures, and we are in favor of them at our institutes. They appear to be a necessity almost, and we would not dispense with them. Good lectures, on practical and scientific subjects, should be delivered to the teachers at every institute. But there should be a limitation in these exercises. The evening sessions might be devoted entirely to this with propriety. Much more than this should not be occupied, as it can be more profitably employed. Teachers are not mere passive creatures on such occasions, capable only of receiving, without being able to add to the common fund of knowledge. The object of an institute is certainly not for the delivery of one address after another, however interesting and instructive these may be, and however much they may bear upon the practical work of the school room They may present the different subjects discussed in the best possible way; the theory of teaching may be elaborately set forth and beautifully illustrated. All the ground may have been traversed; the true teacher, with all his noble qualities, may have been pictured to the imagination; but has the end been attained? Does such a course of lecturing accomplish the end for which institutes were established? Does it improve our teachers in the best way in the science and art of education? Cannot the time given to institute instruction be more profitably employed by adopting a different course at our meetings?

In answer to these questions, we remark that the lecturing system of conducting institutes does not seem to meet the end proposed. Superintendents should endeavor to benefit the greatest number of teachers, for the institute is the teachers' and held expressly for their improvement. The object is to make better teachers; to qualify and train them for their school-room duties as educators of the youth. Now, an institute is similar to a school, and the exercises ought to be adapted to the wants of those for whom the instruction is intended. A teacher who would spend all the school hours, which should be devoted to study and recitation, in lecturing to his pupils, would not be considered a good teacher, although he might be a fluent lecturer. But a teacher who can inspire his pupils with a love for study, a desire to inquire into the reason of things and investigate for themselves whatever they undertake, is evidently making progress in the work of developing the mind.

Whoever can secure the most effective work out of his pupils by doing the least himself, making them independent thinkers, is perhaps the best teacher. As every school should be a place, where there is regular, systematic and thorough drilling, so should an institute be a regular drill in which all the members ought to take an active part. Not a few of the principal members who need it the least, but the whole institute. Exercises in which all can take part can easily be arranged. This requires only a little tact and manœuvering in the operator. What would an army be worth, unless the soldiers were under the best discipline, well trained in all the requisites of good soldiers? And in order to effect this, the officers must be expert in the exercises of the manual.

Then to have our schools what they ought to be and what we are trying to make them, our teachers must be thoroughly trained for their work. If this has not been done before they enter the profession, it should be done as

soon as possible afterwards. In every well-regulated school, each member is performing his part in the exercises. In the same way should our meetings be carried on. Each member ought to be made to feel that a part of the responsibility for the successful working of the institute rests upon him. Then will arise the question, how should institute work be arranged, and who should take the lead in conducting the exercises.

We remark that home material ought to be cultivated and made a power in the machinery of our institutes. And it is supposed that the superintendent knows who are the efficient workers of his county and what educational strength he can command. Perhaps every county has sufficient material, if properly developed, to hold an institute which shall be profitable to its members and instructive to those who are interested in the common school cause. Doubtless, oftentimes, instructors from abroad are invited to attend our meetings and direct the exercises, when just as good material is among our teachers and educational men, if it had been brought into active service It would be better to use home instructors, if of equal ability and experience, and it would be for the intellectual improvement of the members of our respective counties.

When the experienced and those of less qualifications meet and consult on subjects of interest and importance for the good of our schools, both are benefited. A common sympathy is awakened in the work. More confidence in our own ability is felt; each receives a new impetus which enables him to make greater efforts in the labor of developing the human mind. The mind needs repetition and drill to make lasting impressions; to fix truths of science and make them our own. Hence, the necessity of thoroughness in all our common school work. How then can this preparation, so necessary for the teacher, be best attained? The superintendent, according to the position he holds, being placed at the head of the educational force of his county, knows the wants of the teachers and what should be presented to them. Some definite plan should be made out and ready to be put into execution at once upon the assembling of the institute. There is no time for delay and maturing of plans at this time. *Work* should be our motto and we should remember the old sayings, "Whatever is well begun, is half done," and "Whatever is worth doing at all, is worth doing well." And since we are required to hold institutes and our experience testifies that they are a power for good, let them be of such a character as shall be productive of much valuable instruction.

The organization of an institute, which will occupy only a short time, being done, the active, earnest work of the occasion should be begun and continued with life and energy. Success in this, as in every thing else, depends upon the vitality that is put into it. The wants and capacity of the members should receive attention. The subjects should not be too simple nor should they be too much advanced, but arranged to suit the majority who will receive instruction from them. During the day sessions, most of the time should be devoted to such exercises as shall have a direct bearing upon the common school work. These may be discussions on questions of interest, which can be participated in by all, such as class drills, recitations, short familiar talks on subjects prepared for the occasion These may be varied according to circumstances. Discussions on the manner of presenting different branches of study, *the order* in which certain studies should be introduced, *how* they should be taught, *when* they should be taught, the method of conducting recitations, what we wish to accomplish during a recitation, modes of government and discipline, are some of the themes which can be considered with profit to all. Our teachers must know something of these, or they will not be prepared for the proper training of our youth.

I believe, in many cases, instruction might be given in the branches taught in our schools; some points could be made plain, which had not been well understood; some clouds which hang over certain parts of the subject, could be dispersed, and a better knowledge gained. There is a difference of opinion on this point; some insist that the institute has nothing to do with the text—that *it* is supposed to be understood by the teacher, and that we must go on that supposition. Things are to be taken as they are, not as they could be desired. Whenever our teachers are proficient in all they profess to teach, then we can dispense with this kind of instruction; but not till then, unless at a sacrifice. To make others know, we must first know ourselves. In any profession or calling, if the person feels that he is master of his situation—if he is confident that that which he does is right—what strength and force it gives! How lightly some difficult subjects are touched by those who call themselves teachers, because they know very little about what they are trying to teach; and, knowing little, the teaching must, necessarily, be superficial. I once went to a teacher who told us, when we came to the subject of decimal fractions, that we would skip that part, as it was no practical benefit to us. Now, the reason is obvious; he didn't understand the subject—couldn't teach it.

Another, which seems to us an important feature of the institute, is the educating of the people. This is necessary to be done; every meeting held, should leave a good impression in the community. The influence should be in favor of general education, and the dissemination of wholesome and liberal views for the prosperity of our schools We want the co-operation of the people, and we must have it, in order to make such progress as every friend of the school cause desires. We want to move in this in solid column, presenting a united front, in order to be successful. But we leave this with you. Other points of interest might be mentioned; but, as we are limited in our remarks, we will not trespass further, hoping that we may have a free and full discussian of this subject on the part of the convention.

He was followed by Mr. Boyd, of York, who held that district institutes should be to improve the teachers in the branches to be taught; and county institutes for theory and practice of teaching.

Prof. F. A. Allen gave the convention an interesting account of the workings of county institutes in the eastern, western and south-western states. In Warren co., in 1846, the Professor held the first county institute ever held in Pennsylvania.

On motion of Mr. Luckey, a committee of five, consisting of Messrs. Luckey, Evans, of Lancaster; Magee, of Centre; Pugh, of Somerset, and Baker, of Delaware, was appointed to draft resolutions of respect to the memory Dr. Thos. H. Burrowes.

On motion, adjourned to meet on Wednesday morning at 9 a. m.

WEDNESDAY MORNING.

Rev. A. R Horne, of Williamsport, offered prayer.

The minutes of yesterday's session were read and approved.

The roll was called and fifty-four superintendents answered to their names.

The discussion of pending reports relative to local and county institutes, was resumed by Messrs. Shelley, of York, Taylor, of Chester, and State Superintendent Wickersham.

Mr. Wickersham spoke at considerable length of the latent brain power of Pennsylvania awaiting developement. He said:

I do not at this time desire to make a speech on the subject of institutes. My purpose is to supplement the remarks just made by Dr. Taylor in regard to a better organization of our State system of institutes. Of course, it was necessary first to get the teachers to the institutes. This was brought about by the act of 1867. Up to that year scarcely more than three thousand of our teachers could be brought to the institutes in any one year. For the last three years the average attendance has been eleven thousand a year. We have thus brought the teachers to school—now how shall we best instruct them? Dr. Taylor would organize the institutes in such a way that adjoining counties should hold their institutes at such times as would enable a body of instructors to attend a number of them, without the loss of the force and time now found necessary. This is a wise suggestion. In the absence of any law on the subject, all that can be done in this direction must be done by voluntary action. But if you will co-operate with me in the matter something valuable can be done in the direction indicated. To do this, let the superintendents give early information to the School Department as to the times about which they desire to hold their institutes, allowing such room as they can for adjustment, and it will not be very difficult to call the institutes in the different sections of the State at such times as will enable the end desired to be attained.

This done, the next step will be to organize a body of competent instructors to attend the institutes thus called in succession. And let me say that I would constitute this body of men mainly of our own men—of Pennsylvanians. It has been said on this floor that New England has more brain-power than can be found in this State. This may be true of *developed* brain-power; but I believe that the *brain capabilities*, if I may so express myself, of Pennsylvania, are equal to those of any other State or nation in the world. A Pennsylvanian, born upon the soil, and expecting to be buried under it, I think I know this people and the kind of stuff they are made of, and do not hesitate to say that they are the equals intellectually, as well as physically, of any other. Consider, then, our institutes as schools for the development, as far as practicable, of *home talent*.

Institutes aim at two objects—the professional instruction of teachers and the creation of a better public sentiment in relation to education. In the county institute, the former object should predominate and control the management; in the local institute, the latter object should predominate and control the management. Educators should not forget that our grown-up people need education quite as much as our children—perhaps more. With a right public sentiment respecting education, and all else, good school-houses, graded schools, good teachers, long terms, come of themselves. Let me name two or three wants that I have noticed in connection with our institutes.

First. More tact in getting teachers to attend. In some counties all the teachers attend, while in others, equally well circumstanced, only one-half. This is some one's fault.

Second. More system in the management. System is as necessary in an institute as in school. Indeed, an institute should be a model of good management.

Third. Consecutive instruction. Instruction at our institutes is often fragmentary—often without point. The superintendent ought to have before him a well-defined object, and organize and direct his teaching force in such a way as to effect it.

Fourth. Too little life. Instruction at an institute should not be dry and tedious. It ought to be earnest, enthusiastic, inspiring.

Austin A. Keeny, of Bradford, said he had come to learn the management of branch and county institutes. He referred to the obstacles to be overcome in his county, the question of finance being the most difficult.

Mr. Baker, of Delaware, asked if Chester county could hardly support local institutes with her towns, how other counties could do so that have not these towns?

Mr. Hawker, of Hyde Park, referred to the difficulty of holding institutes in small towns

Mr. Boyd, of York, thought the best talent will be the best sustained.

Mr. Maris, of Chester, referred at length to the success of the institutes in his county, and to the employment of distinguished teachers.

Mr. Baker, of Delaware, said some have to humbug the people out, and thus raise the necessary funds. Some of the lectures may be solid, but these do not pay.

Mr. Fisher, of Bedford, said that institutes must be adapted to the place. Where there is much money there large and expensive institutes can be held, and *vice versa*. Adjoining county superintendents can help each other.

The convention passed Mr. Hawker's resolution relative to local and county institutes.

Mr. Fields offered the following resolution, which was referred to the committee on business:

Resolved, That it is the sense of this convention that the teachers in the schools of this Commonwealth should be required to make written monthly reports to their respective boards of directors, and also forward a duplicate of the report to the respective county superintendents, in order to facilitate the systematic educational organizations in each county.

Mr. Eastburn, of Bucks, presented the following:

Resolved, That the convention hereby recommend to the School Department and Legislature such change in our school law as will provide for the opening of the school year on the first Monday of August instead of the first Monday of June, as at present.

The resolution was discussed by Messrs. Eastburn and Baker, favoring the change, and referred to the Business Committee.

H. S. Jones, of Erie, then read a paper on "Addition to the Branches of Study required by Law," prepared by Mr. W. M. Lindsey, superintendent of Warren, who was unable to be present. We shall endeavor to present this paper in our next issue.

The discussion of the report was deferred for the present.

A verbal report on "County Normal Schools and the County Superintendent's Relation thereto" was next made by H. W. Fisher, of Bedford.

In substance, he showed that these schools had their origin in the demand for better prepared teachers. That seminaries and academies no longer supplied this demand. That the State Normal Schools, though they did great and good work in preparing the young men and women of the State to teach, have not thus far supplied this demand, and in all human probability would not supply it for many years to come, hence the necessity for some school in each county in which to train the teaching talent of that county. The county normal school meets the demand. In it the home talent can be developed. In it the large percentage of new teachers annually employed can be prepared. He strongly urged the importance of having the county superintendent at the head of these schools, for the following reasons: He is, or should be, the best prepared to impart instruction in the theory and practice of teaching. As principal or head of the school, he comes in daily contact with those

preparing to teach, and can thus, in class drill and conversation, ascertain much better their adaptation to teach, than can be ascertained at a single examination. Here, too, he can best know their moral character. Here he can learn best how to distribute them among the schools of the county when called upon to furnish teachers. Perhaps it were well to have some legislation on this subject, so as clearly to define the superintendent's duty in this matter; to fix definitely what he shall do and what he shall not do.

The convention adopted the sentiments embodied in the gentleman's report without discussion.

Mr. Fields, of Beaver, offered a resolution relative to the time of holding institutes, which was referred to the business committee.

Mr. Lindsey's report was then taken up and discussed by Messrs. Allen, of Potter, Horne, of Williamsport, and others. The importance of introducing the studies of book-keeping, physiology, vocal music, drawing and the elements of the natural sciences, into the common schools, was urged.

Prof. J. S Ermentrout, of Berks, late Principal of the Keystone State Normal School, urged the study of Pennsylvania history in our public schools. He wished to impress upon the minds of the county superintendents present the thought that we do not place enough of stress upon the fact that we are Pennsylvanians. Our pupils should early be taught to love the Keystone State with all its past glory, its present prosperity and future power. We are too bashful. The good our great men do, the work they perform, is chipped away from them, and others get the credit. To-day our school system, broad as our acres, firm as our mountains, all-sufficient and entirely the product of Pennsylvania's brain, is ingrafted, yes, often made the basis of the systems of education, east and west, and no credit given us. We had better waken up and claim our own. Let us lift up the minds of the thousands of young Pennsylvanians now in our public schools; and one of the ways of doing this is by showing them, through the history of Pennsylvania, what our great and good men have done.

The Chair announced a meeting of the city and borough superintendents in the rooms of the School Department, immediately after the close of the morning session. Adjourned until 2 P. M.

AFTERNOON SESSION.

Convention met, the President in the chair.

Chas. H. Dale, of Venango, offered the following:

Resolved, That in the opinion of this convention the progress and credit of the State requires that the minimum term of school should be changed by law from four to six months.

Mr. Magee, of Centre county, moved to add, "And that the State appropriation be proportionately increased." Agreed to.

Mr. Dale was convinced that the increase in length of term would not be made by directors till obliged to do so by law.

Messrs. Hofford, of Carbon, Allen, of Potter, Fisher, of Bedford, and Tilden, of Susquehanna, assured the convention that in a large majority of districts no increase of school term could be made without an increase in the State appropriation to schools.

Mr. Boyd, of York, and Mr. Jones, of Westmoreland, said that in many of their districts the term might be made longer if directors would do their duty.

Mr. Allen, of Potter, moved an amendment making the term five months. Lost.

After more debate, the resolution was passed as amended by Mr. Magee.

On motion, further discussion of Mr. Fisher's report on county normal schools was postponed for the present.

David Evans, of Lancaster, made a verbal report on a more uniform system of examinations. The subject was presented under the following three heads: Uniformity of time, uniformity of methed, and uniformity of matter. Under the first, he said, the spring season, immediately after the close of the winter term, when the subjects on which they were to be examined were fresh in the minds of the applicants, was the most appropriate time for examination. That oral examinations were to be preferred where large numbers of spectators were present, in order to interest and instruct them; but, as a rule, the two methods, oral and written, should be combined.

The subject was further discussed by Mr. Douthett, of Allegheny, who favored a high standard of qualification, and believed in having the standard highest in counties where the term is longest.

Dr. Taylor here recommended the adoption of a series of resolutions expressing the sense of the convention.

Mr. Boyd, of York, suggested that the superintendent of schools announce a standard, so as to have uniformity on this subject throughout the State.

A verbal report was made by Jesse Newlin, of Schuylkill, on the district superintendency. His own county had tried the system. Five superintendents had been selected last winter—practical teachers—who visited the schools under their charge twice each month. In the thickly settled rural districts it had been tested, and there the district superintendents were allowed five dollars each day, for six days in each month. Still another received $75 per month, and devoted his whole time to twenty-six schools. There was a division on this subject in the board at first, but in the end they were unanimous in their support of it. The district superintendent examines classes, throws out poor teachers, and assists the county superintendent in his annual examinations. The progress in these schools where the district superintendent worked, was, as one of the directors expressed it, "fivefold." Care must be exercised in selecting the men, however. Many well educated men are not fit for the position on account of the progress of the system. This method, too, creates system in the schools.

[We regret that, up to the time we go to press, this full paper has not been received.]

Mr. Horne, of Williamsport, announced that arrangements had been made to accommodate, at low rates, all the members of the State Teachers' Convention, to be held at Williamsport, on the 8th, 9th and 10th of August. Arrangements had also been made for an excursion of the convention to Niagara Falls, at the close of the session, at six dollars for the round trip.

Mr. Keeney, of Bradford, offered the following:

Resolved, That for the purposes of the county teachers' institute, the State should be districted, each district embracing several contiguous counties; and that it shall be the duty of the district superintendents of the several districts to attend all institutes in the said district. Referred.

Mr. Newlin's report on district superintendents was then discussed by Messrs. Baker, Eastburn, Fields, Aiken, and Jones, of Westmoreland; all favoring the establishment of the local superintendency as a necessity, especially in the more populous counties.

Dr. Taylor spoke of how the superintendents are overworked. They wear out physically and mentally more rapidly than any other class of people. The rarest few

make good superintendents, and when a good one is obtained, how he should be cared for, how the people should husband his strength; for when he is gone they may look in vain to fill his place; hence, he insisted, that district superintendents be appointed to assist the county superintendent in his great work. He alluded to the coming celebration in 1876 in Philadelphia, and to the importance of our work, in order that we may then show to the world what strides we have made in this glorious Keystone. He urged upon all superintendents to go home, when they left this place, with a new determination to make these schools of ours the best in the world.

State Superintendent Wickersham had hoped that at least one half day would be devoted to the discussion of the district superintendency. District supervision by a competent officer is a necessity. We now have State supervision, which can be strengthened, as needed. We have county supervision, and to some extent city and borough supervision; but we need a supervision that will extend its watchful eye to every school house, to every teacher, to every class, to every pupil, and to every lesson. No work of any moment can be carried on without supervision. It exists in all our shops, mills, furnaces, and factories. No business man would think of managing such an enterprise without it. The Pennsylvania Railroad has been referred to on this floor as an example of the power of organization. See how carefully the great railroad kings who control it provide for the supervision of the work. They have superintendents and sub-superintendents scattered all along the line. Their system of inspection extends to every bridge, to every rail and tie. It is close and careful. We ought to have the same kind of inspection for our schools, and without it we will lose a large amount of force and money, and our children will be made to suffer the bad consequences.

County superintendents cannot perform the duty of supervision. They can visit the schools of their respective counties once or twice a year; but, while such visits may be made very valuable, they do not give opportunity for that close, constant, and critical supervision which our schools need. And, besides, county superintendents have other work to do. They should hold county institutes and local institutes; address the people wherever audiences can be assembled; prepare educational matter for the press, and be ever ready to give advice to all asking it concerning the interests of education. These duties, in connection with the examination of teachers, fill up all the time of a county superintendent, and take all his strength.

School directors are unable to perform the duty of supervision. They can, as the law requires, visit the schools under their control, but such visits, although valuable, are not what is needed. To produce the right results, they should be made by professional experts. No one can properly inspect a school who is not himself a teacher.

The whole matter is summed up in this: A closer supervision of our schools is needed in the several districts of the Commonwealth than is possible under our present organization; and there seems to be no way of bringing it about except by the appointment of well-qualified officers for that purpose.

Mr. Evans thought that there should be a law of the State establishing local superintendents. Then can a county superintendent do his work as he should. Adjourned until 8 p. m.

EVENING SESSION.

At the opening of the evening session, Mr Luckey, of Pittsburgh, from the committee to draft resolutions relative to the death of Dr. Thomas H. Burrowes, submitted the following:

Resolved, That in the death of Dr. Thomas H. Burrowes, our State has lost, not only one of its most efficient laborers, but one of the originators and firm supporters of our present excellent school system, and that we owe very much to him for the present state of advancement already attained in the common schools of the State.

Resolved, That while we deeply feel his loss, we recognize the fact that the seed he has sown, and the interest and zeal he has infused into the schools of the Commonwealth will live long after we, who knew him so well, have ceased to exist.

Resolved, That we tender to his bereaved family and friends our warmest and most tender sympathies, with the assurance that though we do not so deeply and keenly feel the loss, yet we shall ever kindly cherish the memory of the departed.

Speeches of eulogy were then offered in memory of the deceased champion of our common school system by Luckey, of Pittsburgh, ex-superintendent of Delaware, and State Sup't. Wickersham, who spoke at length of Dr. Burrowes' great labor in organizing teachers' institutes, in establishing the *Pennsylvania School Journal*, and continuing it for years at a pecuniary loss to himself; in framing the law establishing State normal schools—a law which, in the main, was the product of his own thought; in organizing the orphan school system—a system which is the proudest monument, not only to Dr. Burrowes, but to the State of Pennsylvania, ever erected anywhere. No where in the world's history do we find a nation, after a war, gathering up its orphans and educating them as our great State has done.

Mr. Douthett spoke of his great zeal upon the subject of district superintendency; his great efforts to have a bill passed through the Legislature to establish the same; his great love for the orphan school system. He almost idolized it, for he was always the friend of any measure calculated to promote the educational interests of all classes.

At this point of the discussion, His Excellency, Gov. John W. Geary, was introduced, who spoke, in substance, as follows:

He felt sorry that business at Washington had kept him away from the convention. He would most heartily greet the members as the representatives of our great educational system. But for this system, we would soon find everything going back to chaos. It is this system that expands everything. It develops the country, builds our railroads, opens new ports for commerce, and brings new countries under the eye of the discoverer. It is a grand age in which we live. Never have the sciences and arts been so rapidly developed as in this era—the afternoon of the nineteenth century. But we have still more to do. Mind must be still more fully developed. In past times the few only were educated; now all are to receive an equal education; hence, we see the importance—the magnitude of our work. This education of the masses is the palladium of our government. It is this education that has saved our country. And especially do I feel proud of our State, when I look at what she has done for the soldiers' orphans, and doubly proud when the dignitaries of Europe come here to the capital to inquire of me how we manage our schools—how we educate these thousands of wards?

In conclusion, gentlemen, let me say that I congratulate you on the situation. The system of education in Pennsylvania never before was in so flourishing a condition. Everything looks well. Go on, then, in your noble work, and never fear the result. It will be right; and

I trust to God that the schools may go on prospering and to prosper.

A short recess was now ordered that the members might be introduced to His Excellency, after which the business committee, through Mr. Geo. L. Maris, chairman, reported the following

RESOLUTIONS:

Resolved, That it is the sense of the convention that the establishment of the district superintendency throughout the State is a necessity required to perfect our system of school supervision, and that practical teachers alone be eligible to perform the duties of said superintendency.

Resolved, That the State Superintendent is hereby requested to prepare specifications of degrees of proficiency in scholarship, corresponding with the marks on professional certificates, and to transmit the same at as early a moment as possible to the superintendents for their guidance, in order to secure greater uniformity of standard in such certificates throughout the State.

Resolved, That this convention favor the establishing of graded schools in the rural districts, wherever practicable, in order that a greater percentage of the youth of the State may enjoy advantages of instruction in higher branches of knowledge.

Resolved, That local institutes held by county superintendents are deemed of paramount importance, and should be maintained by them, even at a partial sacrifice of school visitations.

Resolved, That the common practice of many school boards making sex, instead of merit or amount of labor performed, a basis of compensation to teachers, is highly discreditable, and should be abandoned as unworthy of the present age.

Resolved, That this convention recommend to the School Department and the next Legislature the propriety of so modifying our school laws as to make the school year commence on the first Monday in August, instead of the first Monday in June.

Dr. Taylor, of Chester, moved to strike out the last clause of the first resolution, which was lost, and the resolution passed. It was afterward modified by Mr. Eastburn, of Bucks county, by substituting the following for the last clause:

"That those teachers who have practical experience be preferred in the positions."

The second, third and fourth resolutions passed unanimously.

Mr. Walker, of Northampton, moved to lay the fifth resolution on the table. Women could not teach generally so well as men, and if their wages were made equal to that of men but few of them would be employed.

Dr. Taylor, Mr. Luckey, and others defended the resolution, which passed with only three nays.

The sixth resolution was laid on the table.

Mr. Tilden, of Susquehanna, offered the following resolution:

Resolved, That we, the superintendents of common schools in the State of Pennsylvania, do hereby tender our hearty thanks to our worthy State Superintendent for the able and careful manner in which he has presided over the deliberations of this convention; that we would also express our sincere appreciation of the cordial and warm-hearted welcome and attention to our wants and wishes we have received from the State Superintendent and his assistants, in all our business relations with the School Department.

Mr. Boyd, of York, offered the following:

Resolved, That we heartily endorse the eminently practical and energetic policy of the present efficient head of the School Department, and the members of this convention cordially tender him their cheerful co-operation in all his plans tending to promote the educational interests of this great Commonwealth.

Mr. Keeney, of Bradford, offered tho following:

Resolved, That the thanks of this convention are due, and are hereby tendered to His Excellency, Gov. Jno. W. Geary, for his able and practical address

Mr. Dale, of Venango, presented the following:

Resolved, That we believe more efficiency would be secured by reducing the number of directors to three, and that justice, and a universal rule, require that a reasonable compensation should be allowed them for their services.

On motion of Mr. Douthett, of Pittsburg, the resolution was laid upon the table, the others having been adopted.

Mr. Maris offered the following:

Resolved, That the thanks of this convention are hereby tendered to those railroads that have reduced their rates of fare to members in coming to, and returning from this convention.

A resolution was also adopted thanking the proprietors of the hotels in Harrisburg for reduction of charges to members.

Mr. Magee, of Centre, offered the following:

WHEREAS, The *Pennsylvania School Journal* is the recognized organ of the School Department, therefore,

Resolved, That we deem it the duty of each county superintendent in the State to urge the teachers and directors in his county to subscribe for the same. Adopted.

The hour for final adjournment being near, Dr. Taylor said that for two days, in this Senate Chamber, we had been trying to accomplish some good results, and, continuing in a playful manner, thought it might not be unwise for the people to send some of these intelligent gentlemen hither as actual Senators to aid in preparing such legislation as may be needed before 1876. He hoped that the members of the convention, when they returned to their homes in the distant counties of the State, would labor more earnestly than ever to improve the schools under their charge, so that in the year of the great Centennial Celebration, in 1876, we might point to our system public education as the best monument of its honored founders, and as the most beneficent institution of our modern republican civilization

After a few closing words from the president, the convention adjourned *sine die*.

MEETING OF CITY AND BOROUGH SUPERINTENDENTS.

The city and borough superintendents met in the rooms of the School Department, Wednesday morning at 8 o'clock, State Superintendent Wickersham in the chair. H. S. Jones was appointed Secretary.

On motion of Mr Luckey, of Pittsburgh, a committee of seven was appointed to prepare questions for the examination of teachers—each member to prepare twenty-five questions on the subject assigned him. Committees: Chairmen—Mr Luckey, of Pittsburgh, on Arithmetic; Mr. Jones, of Erie, on Orthography and Grammar; Mr. Hall, of Meadville, on Geography; Mr. Shelley, of York, on Reading; Mr. Horne, of Williamsport, on Theory and Practice of Teaching; Mr. Burns, of Harrisburg, on History; Mr. Miller, of Altoona, on General Information.

Adjourned to meet at noon.

At the second session the following resolutions were duly passed:

Resolved, That we effect a permanent organization by electing a president and secretary for the ensuing year.

Resolved, That a committee be appointed to collect and publish the schedules of study of the several cities and boroughs of the State having superintendents. Committee: Messrs. Horne, of Williamsport; Jones, of Erie; and Hawker, of Hyde Park.

Resolved, That a committee be appointed to prepare and present a plan for grading certificates of teachers. Committee: Messrs. Luckey, of Pittsburgh; Shelley, of York; and Hall, of Meadville.

Resolved, That a committee be appointed to prepare blanks for statistics for the use of city and borough superintendents, to be submitted to the State Superintendent. Committee: Messrs. Patterson, of Pottsville, Cottingham, of Easton, and Collins, of Wilkesbarre.

Resolved, That the city and borough superintendents hold a meeting during a session of the State Association, at Williamsport.

The officers under the permanent organization are: *President*, D. S. Burns, of Harrisburg; *Secretary*, H. S. Jones, of Erie.

EDUCATIONAL INTELLIGENCE.

EDUCATIONAL PROGRESS.—The Rev. Dr. McCosh, President of the Princeton College, at a meeting of prominent citizens held recently in Trenton, N. J., gave a brief description of educational progress in the old world. Dr. McCosh began his address by saying that he would take his hearers across the ocean for a trip among the schools of the old world. He would first take them to Edinburgh. In that city, in 1560, John Knox first began the work which placed Scotland at one time at the head of the world in regard to education. She had fallen off, however, in the work, and was no longer the nursery for the educated men of the world. England had an excellent system of schools and colleges, especially the latter, but only of advantage to rich men's sons. Ireland was much in the same condition as England, but her improvement in common school education could now be marked in this country by the much better educated immigrants whom she sends to these shores. Prussia, in the opinion of the speaker, was the present heart of the world in education. Her gymnasiums of upper schools, supplied with from eight to fourteen professors each, were of the highest grade. The young men educated there were superior to the freshmen or sophomore class of our colleges. The compulsory system there kept up was the true principle. An uneducated Prussian was a rarity. To the knowledge of the different languages of Europe, an excellent acquaintance with geography, and an education which had taught them to obey orders, Dr. McCosh largely attributed the late successes of the German army. During the speaker's visit to Prussia he had been able, by special permission, to carefully examine the compulsory education system, and in no one instance did he hear it complained of. Austria, the speaker thought, was but little behind Prussia, as were also Switzerland and Holland. Returning to America, the schools of New England were referred to, and a sketch given of their condition.—*N. Y. Journal.*

POPULAR ART-EDUCATION.—The Legislature of Massachusetts at its late session passed a law which is destined to produce great results in education:

"SEC. 2. Any city or any town may, and every city and town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in Industrial or Mechanical Drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee."

The first step has been taken under this law in Boston. Arrangements have been made by which six hundred teachers in the employ of the city shall have art-instruction, to enable them to give instruction in their respective classes; and, hereafter, some knowledge of drawing will be required of all who apply for teachers' situations.

The effect of music in common schools is social and moral. Its educatory influence upon the intellect is relatively small. But drawing, carried through one or two generations of youth, will almost transform the mental habits of the people. It must lead to sharpness and accuracy of observation, to precision of hand, to a minute knowledge of things as they are, which now seldom exists. Most men see only the general. Eyes have they, but they see not. The power, too, of expressing our perceptions by the hand, will make the hand the tongue of the eye. The effect upon manufactures, especially such as depend in any measure upon the arts of design, will be very great. Thus, step by step, New England leads in education. Already first in literature, and in music, she is preparing to make her schools a seed-bed of great artists.—*Christian Union.*

BOSTON.—According to a school census taken some time since the number of school children between the ages of five and fifteen was 46,301, of whom 35,164 attend the day schools of all grades. The schools maintained in the city of Boston are five high schools, thirty-six grammar schools, three hundred and twenty-three primary schools, ten evening schools, two schools for minors, one for deaf mutes, and one kindergarten school. These schools are instructed by 950 teachers, of whom 132 are males, and 818 females. The current expenses for school purposes during the past financial year were $987,413, of which $720,961 were paid for teachers' salaries, and 266,452 for fuel and incidental expenses. For the purpose of school-houses and lots there were expended $623,379, during 1870, and $346,610, during 1869, making $969,989 expended on school buildings during the last two years. A very large item in this account was incurred in building a Girl's High and Normal School, which cost over $300,000.

DELAWARE.—The deplorable condition of public education in this State may be more easily imagined than described after a perusal of the following pointed letter:

The State of Delaware has:

1 No State Superintendent.
2. No County Superintendent.
3. No State Teachers' Institute.
4. No County Teachers' Institute.
5. No State or County appropriation for the special education and training of teachers.
6. Taken no cognizance of two respectable and well attended conventions of her citizens, held in 1867 and 1868, who recommended to her Legislature for enactment the draft of a good and thorough school law.

7. Provided no school law adequate for having public school in every school district annually.

8. Several school districts which had no public school during the past year.

9. Many school districts that have been one or more whole years without a public school during the past five consecutive years.

10. Made no regular and adequate report of the condition of her public schools, to her people, for the past five consecutive years and longer.

11. Written officially to the United States Commissioner of Education that "the State of Delaware is unable to supply reports asked for."

Does our worthy and honorable friend, Senator Thos. F. Bayard, say that either of the foregoing statements is "*untrue?*"

Does he think it inconsistent with dutiful and patriotic spirit toward the people of the State of Delaware to state the actual truth in behalf of their own welfare and interests, lamentable as it is?

Does he find anything of supposition or speculation in the foregoing statements which nearly every citizen of this State may know to be true?

Does he know that if the past and present neglect is perpetuated thousands of our future citizens will be found to have degenerated into a condition of degradation, ignorance, poverty, servility, vice and lawlessness?

Respectfully,

JOHN C HARKNESS, A. M., President,
Delaware State Normal University.

CINCINNATI.—From the forty-first annual report of the Board of Education, we collate these items. The total expenditure for teachers' salaries was $368,312.53. The schools are divided into 20 districts, two intermediate and two high schools. The whole number of different pupils registered was 24,951; the number in school at the close of the year was 18,816; the average number belonging was 20,023; average attendance, 19,140; the per cent. of attendance on number of pupils registered was 78; per cent. on average number belonging, 95.6; the average number of pupils belonging per teacher, 45.6; average attendance per teacher, 43.6; the increase in average number belonging in all the schools was 43 2. The average number of teachers employed was 450. The cost of tuition per pupil in all the schools was, on the number enrolled, $13.08; on the number belonging, $17.85; on the average daily attendance, $18.67 In addition to the last-mentioned expense, special instruction in music cost 45 cents per pupil; in drawing, 24 cents; and in gymnastics, 9 cents. In the eight night schools the average number of teachers was 45; amount paid the teachers, $8,312.07. The number enrolled in night schools was 2,890; average attendance, 1,411; per cent. of attendance on enrollment, 48.8. The whole number of male teachers is 86, of whom two receive salaries of $2,600 each; two, $2,200; one, $2,100; and others various sums from $2,100 down to $500. There are 353 female teachers, of whom one receives $1,800; one, $1,500; two, $1,200; five $1,000; and others from $1,000 as low as $4,00. There were $6,731 pupils in the alphabet; 25,619 in reading and spelling; 20,874 in mental arithmetic, oral; 7,215 in the same study with book; 26,341 in written arthmetic; 10,790 in geography; 26,467 in drawing; 2,135 in U. S. history; 2,135 in English grammar and 24,676 in object lessons. In the high schools 666 stuied Latin; 36 Greek; 152 French; and 164 German In the district schools 21.7 per cent. of the pupils enrolled remained in school less than 4 months; 40.3 per cent. less than 6 months; 48.5 per cent. less than 8 months; 64.5 per cent. less than 10 months; and 35.5 per cent. through the year.—*Illinois Teacher*

ILLINOIS.—The sixteenth annual report of the Chicago Board of Education shows conclusively that the common school system of education is liberally supported and vigilantly looked after in the city of Chicago. If the civilization of a nation is based upon the education of its children, the American people should stand pre-eminent in this respect, especially when its system is free from sectarian influences. "The foundations of our institutions, and of political, civil, and religious liberty, rest and depend upon the education and intelligence of the people." Chicago seems to be performing this part of her duty faithfully and well. The President, in his report, says: "Taxes for educational purposes have not been voted or paid grudgingly. The necessity of furnishing accommodations to all applicants for admission into our schools is fully appreciated. School buildings in which our children are educated should be convenient, comfortable, pleasant, and attractive. Schools, which are unsuitable for the education of the children of the wealthiest citizens, are equally unsuitable for the education of the children of the poorest. In our public schools, the children of the rich and the poor assemble, and are received and taught on terms of perfect equality. There are none so rich or poor, high or low, as to induce favoritism, partiality, or prejudice. During the year ending July 1, 1870, the whole number of children taught in our pub'ic schools was 38,937; and during the year ending July 1, 1869, the whole number of children thus taught was 34,740. The total expenses of the department of public instruction of this city, for the year ending July 1, 1870, were $715,347.38, applied as follows: For the payment of teachers and superintendents, $421,113.67; for other current expenses, $137,576.16; for permanent improvements and amount paid on account of lots purchased, $156,657.55."

VIRGINIA.—The public school work of Virginia, under the superintendence of Mr. Ruffner, appointed some time since by the Legislature, is making encouraging progress. In more than one-fourth, perhaps in one half, of the counties of the State, schools have been opened, or are on the point of opening, by means of private subscription. And a large portion of these schools have heretofore existed as private schools, which, by the concurrence of those concerned, have been adopted into the State system and been made free for all. In many cases the teacher continues to receive pay from his patrons in addition to what he receives from the State. By this combination of private with public means schools, in some counties, are likely to be so multipled as to furnish a full supply for the wants of the people.

ENGLAND.—The number of schools assisted by government grants in England and Wales during the year ending August 31, 1869, was 7,845 day schools and 2,240 evening schools. These schools provided accommodation for 1,766,000 pupils. There were on the lists 1,570,000 names, with an average attendance of 1,063,000 in the day schools, and 64,000 in night schools. The number of certified teachers employed was 11,752, assisted by 12,357 pupil teachers, and 12,833 assistant teachers. Of the cost of the schools, £469,944 was provided by government grants, £455,715 by school fees, and £428,513 by endowments and subscriptions. The number of pupils who passed the examination in reading, writing and arithmetic was 470,000 in day schools and 43,000 in night schools. School accommodation is provided for not more than half the children between five and thirteen years of age. It is to be hoped that the new school system will speedily supply this deficit.

PUBLISHERS' DEPARTMENT.

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We desire to call special attention to the advertisement of J. A. Bancroft & Co., Philadelphia, elsewhere in our advertising pages, describing their New Improved Cheap Desk, for *District Schools*.. An article of this kind has long been wanted, and this firm are now endeavoring to supply this want. They are about completing their new Illustrated Catalogue of School and Teachers' Furnitune of many kinds; also, Black Boards, &c. This should be in the hands of every school officer of the State, and will be sent by the firm on application. Their facilities for school supply for the State are unequaled invariety, and they will doubtless have a busy season.

SPECIAL TO SCHOOL OFFICERS.

J. A. BANCROFT & Co., 512 ARCH STREET, PHILADELPHIA, are ready to supply every School Board with a book specially adapted to the transaction of its business, entitled THE PENN'A SCHOOL REGISTER and FORM BOOK, compiled by Henry Houck, Esq., Deputy State Superintendent of Common Schools, and made to conform to the latest revised edition of the School Laws. This book will contain ample space for all the minutes; also blank orders, agreements, bonds, and other forms that may be necessary. It will also give valuable instruction as to the manner of levying tax and doing business generally. It can be purchased at the expense of the district, and will cost less than what is usually paid for the necessary forms. The table of contents will more fully explain its object, and will be sent on application. It is bound in strong, durable and handsome style, and will be found indispensable by every Secretary in the State. Price, $5.00 per copy, sent postage free to any part of the State; or $4.50 when sent by express at cost of purchaser.

MY FIRST DRAWING BOOK, for slate exercises, price 40 cts. by mail, ready in July, will be the most complete work of the kind ever issued. Send for sample copy.

The firm are just finishing their NEW AND COMPLETE CATALOGUE OF SCHOOL FURNITURE FOR 1871. It will be complete in every respect, and we advise our friends who contemplate furnishing new or old houses to send at once for it. It will contain full description of, and represent the improvements in, the popular "GOTHIC DESK," which has become a general favorite wherever known, and also fully describe their "NEW STANDARD DESK," made especially for the district schools of the State, being unsurpassed by any, and but little above the cost of ordinary pine, "home-made" desks. The firm, in addition to foregoing, supply every article for the school-room, from a slate pencil to large bell for roof. They invite every friend of education to visit them at their roomy quarters, No. 512 Arch st, Philadelphia.

BATTLE OF THE BOOK

We are glad to learn that an amicable settlement has been reached in the matter of SWINTON'S *School History of the United States* — a settlement creditable to all parties concerned—and that the house of IVISON, BLAKEMAN, TAYLOR & Co., will immediately bring out the work. This case forms one of the curiosities of literature; for, while there are endless instances of books trying to find a publisher, this is a case of the two leading educational houses of the country contending for the book.

One of the results of the litigation, now happily terminated, is, that Mr. SWINTON brings out two books in place of one. Pending the suit over his original manual, the author undertook and completed a text-book, especially designed to meet the wants of our common schools, graded and ungraded. This work bears the title of *Swinton's Condensed School History of the United States*. The other is entitled *Swinton's Comprehensive United States*.

The *Condensed United States* will be issued by IVISON, BLAKEMAN, TAYLOR & Co., in a few days. Advance sheets have, for some time, been in the hands of leading educational men of this city, and we but express their unanimous opinion when we say that this manual marks an era in school histories. Mr. SWINTON'S talent as a writer of history is pretty well known to the readers of this journal, with which he was many years associated, while through his *Army of the Potomac* and *Decisive Battles*, it is equally well known to the country at large. The *Condensed* contains many technical points of novelty and superiority which teachers will readily appreciate. It is clear in its style, sensible in its tone, and impartial and catholic in its spirit. It will be extensively used in this city, and has been adopted by the State Educational Boards of several States. The palpable merits of the book will be its own sufficient introduction.—*New York Times, June* 17, 1871.

Anderson's Histories.—The great sale of Anderson's Histories, published by CLARK & MAYNARD, shows that books of real merit are appreciated. These Histories are used in the public schools of 45 of the 66 cities which, according to the last census, contain more than 20,000 inhabitants each. The total population of these 66 cities amounts to 6,101,453. The total population of the 45 cities using Anderson's Histories is 5,700,904. They are also used in hundreds of smaller cities and towns, as well as in numerous colleges, academies and seminaries, in all parts of the country.

A Four Years' Record.—In 1867, "Fourteen Weeks in Chemistry," by Prof. J. D. Steele, an author then unknown, attained a sale of 2,500 copies. In 1868, with a companion volume, 10,000 were sold. In 1869 the series leaped to 25,000, and for 1870 the grand total is 40,000 volumes. In the history of scientific school literature this has no parallel.

Directors as Subscribers.—Mr. Samuel Banks, Secretary of School Board of Green district, Pike county, writes: "Please find enclosed $6.25, in payment of subscription from board. This is the *tenth* year that the board has taken the JOURNAL. We are trying to have good schools—to do our duty as directors—and, we believe, with a good measure of success." Another says: "We have again subscribed for the PENNSYLVANIA SCHOOL JOURNAL, which we are sure is a step in the right direction." So of many others of the old Boards now renewing their subscriptions.

The greatest excitement prevails respecting the new "BRIEF HISTORY" which A. S. Barnes & Co. are about to publish. It occupies an entire new field, and is without a peer or even a competitor in its own department.

The Spencerian Penmanship, published by Messrs. Ivison, Blakeman, Taylor & Co., has just been adopted for exclusive use in the public schools of the State of Virginia. Messrs. I. B. T. & Co. have just published a condensed SCHOOL HISTORY OF THE UNITED STATES, constructed for definite results in recitation, and containing a new method of topical reviews, by Prof. William Swinton, the celebrated war correspondent. The work, though barely ready for the market, has been adopted for exclusive use in the public schools of California. It is by all odds the best and most practical school history published of the United States.

We advise teachers to examine ANDERSON'S HISTORICAL READER, just published. It will be found exactly what is wanted for a reader for their higher classes.

Hon. Henry Kiddle, Superintendent of Schools, New York City, says that "Dr. Hutchison's recently published 'TREATISE ON PHYSIOLOGY AND HYGIENE,' seems to me to be a most excellent work. The matter is well selected and arranged, and the topics treated in a lucid and interesting manner. Its copious and beautiful illustrations, and its various lists of 'Questions for Topical Review,' make it not only an attractive but very convenient class manual.' Teachers should examine this new work. Published by Clark & Maynard, New York. Send to them for a circular in regard to it. They send a specimen copy to teachers for eighty cents, which is half the retail price.

A Double Elastic Joy Forever.—There is nothing more desirable to all who write than a good pen, and there are as many preferences as there are kinds of pens. After using in our editorial and business rooms the Spencerian Pens, we can confidently say that we have never tried anything so excellent in their way. They possess the quill action, and are elastic and durable to a remarkable degree. Made of the best steel, and under the supervision of the original inventor of steel pens, by the most skilled workmen in Europe, they certainly deserve the great success they have attained. Of these pens one excellent feature alone should, we think, recommend them, if they possessed none other; and that is the smoothness and evenness of their points. This great merit, so difficult to obtain, the Spencerian supplies perfectly, and we are confident that those who try them will not give them up.

They comprise fifteen numbers, all differing in flexibility and fineness of point, so that the most fastidious penman cannot fail to be satisfied in the selection; and to accommodate those who would like to choose from all the varieties, Messrs. Ivison, Blakeman, Taylor & Co., 138 and 140 Grand street, New York, have very ingeniously arranged samples of the different numbers on a handsome card, which they will send by mail, securely enclosed, for twenty-five cents.—*Independent, June* 8, 1871.

☞The Spencerian Pens are for sale by all Stationers.

Mississippi is the *eighteenth* State to adopt Monteith and McNally's Geographies for uniformity.

THE

PENNSYLVANIA SCHOOL JOURNAL:

AN EDUCATIONAL MAGAZINE.

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AUGUST, 1871.

THE CATHOLIC WORLD'S HERESIES CONCERNING EDUCATION.

THE *Catholic World* is the leading magazine in this country, published in the interest of the Catholic church. It is very ably edited, and contains much matter that we find profitable reading. And, further, unless we deceive ourselves, we have so far mastered our prejudices as to be willing to accept truth, come whence it may, and ready to rebuke error, find it where we will. This premised, we want to call the attention of the readers of the JOURNAL to the heresies concerning education contained in certain paragraphs of an article in the April number of the magazine above alluded to. The title of the article is "Unification and Education," and its design is to answer an article by Senator Wilson, of Massachusetts, on a "New Departure for the Republican Party," published in the January number of the *Atlantic Monthly*. With the political opinions expressed, or positions taken, in either article, we have in this place no concern; nor have we any present disposition to discuss the broad educational question mooted by the respective writers. Our intention is to confine our strictures to the following paragraphs:

"We do not, indeed," says the *World*, "prize so highly as some of our countrymen appear to do, the simple ability to read, write and cypher; nor do we believe it possible to educate a whole people so that every one, on attaining his majority, will understand the bearing of all political questions, or comprehend the complexities of statesmanship, the effects at large of all measures of general or special legislation, the bearing of productive industry on national wealth, of this or that financial policy, the respective merits of free trade and protection, or what in a given time, or given country, will best secure individual freedom and the public good. This is more than we ourselves can understand, and we believe that we are better educated than the average American. We do not believe that the great bulk of the people of any nation can ever be so educated as to understand the essential political, financial and economical questions of government for themselves, and they will always have to follow blindly, their leaders, natural or artificial, consequently, the education of the leaders is of far greater importance than the education of those who are to be led. All men have equal, natural rights, which every civil government should recognize and protect; but equality in other respects, whether sought by leveling downward or leveling upward, is neither practicable nor desirable. Some men are born to be leaders and others to be led. Go where we will in society, in the halls of legislation, the army, the navy, the university, the college, the district school, the family, we find the few lead, the many follow. It is the order of nature, and we cannot alter it if we would. Nothing can be worse than to try to educate all to be leaders. The most pitiable sight is a Congressional body in which there is no leader, an army without a general, but all lead, all command—that is, nobody leads or commands. The best ordered and administered State is that in which the few are well educated and lead, and the many are trained to obedience, are willing to be directed, content to follow, and do not aspire to be leaders. In the early days of our republic, when the few were better educated than now and the many not so well, in the ordinary sense of the term, there was more dignity in the legislative, judicial, and executive branches of the Government, more wisdom and justice in legislation, and more honesty, fidelity and capacity in the administration. In extending education and endeavoring to train all to be leaders, we have only extended presumption, pretension, conceit, indocility, and brought incapacity to the surface.

"These, we grant, are unpopular truths, but they, nevertheless, are truths, which it is worse than idle to deny. Everybody sees it, feels it, but few have the courage to avow it in the face of an intolerant and tyrannical public opinion. For ourselves, we believe the peasantry in old Catholic countries, two centuries ago, were better educated, although for the most part unable to read and write, than are the great body of the American people to-day. They had faith, they had morality, they had a sense of religion, they were instructed in the great principles and essential truths of the Gospel, were trained to be wise unto salvation, and they had the virtues without which wise, stable and efficient government is impossible."

These are strange sentiments to be entertained by an American citizen in the year 1871. If they had come from the pen of a courtier of some European monarch two or three centuries ago they would excite no surprise. They mean despotic rule both in Church and State.

Before we notice the leading position of the writer as presented in the paragraphs of his article quoted, we wish to refer specifically to several expressions of opinion, the outgrowth of the general principles entertained, which we deem not only erroneous but dangerous.

The writer does not prize, he says, so highly as some of his "countrymen appear to do the simple ability to read, write and cypher." The meaning of this expression is that these acquirements are of very little value; that men whose knowledge does not extend beyond reading, writing and cyphering had about as well have no knowledge. Now, while we admit that the ability to read, write and cypher does not constitute a scholar; does not imply much of that culture which marks the full man, which guides the will and keeps the passions in check, we hold that its practical value can scarcely be over-estimated. A sufficient proof of our position is found in the fact that no one possessing such ability would be willing to dispose of it at any price. Its value is felt to be such that money cannot buy it. A laboring man who, when his day's work is done, can read his newspaper, his book or his Bible, can write a letter to his friend, and cast up his simple accounts, even though he can do no more, occupies a higher sphere, moves on a more elevated plane, is more useful to himself and others, has more and better sources of enjoyment, yields less easily to temptation, is by odds a nobler being, than one who is wholly ignorant; and a statesman can propose to himself few objects of more importance than that of providing for a whole people the opportunity of acquiring even this limited amount of knowledge.

The writer of the article in the *World* says further, "We do not believe that the great bulk of the people of any nation can be so educated as to understand the essential political, financial, and economical questions of government for themselves, and they will always have to follow blindly their leaders, natural or artificial." On the contrary, we hold just the opposite of this doctrine. We admit, of course, that every individual in a nation cannot be so educated as to understand fully all questions of the character named; nor is that necessary; but we are certain from the results of the experiments made in ten thousand towns and townships in this country, that through the operations of a common school system wisely administered, the knowledge "essential" to good citizenship can be made so universal that all who enjoy the right of suffrage may vote intelligently. To deny this is not only to ignore the plainest facts, but to deny that God made all men capable of acquiring such knowledge. Besides, the doctrine we combat is either false, or our free institutions rest upon an insecure basis. In establishing a Government of the people, our fathers assumed that the people could be made sufficiently intelligent to exercise judiciously the powers thus intrusted to them. Says Washington, in his Farewell Address, "In proportion as the structure of a Government gives force to public opinion, it is essential that public opinion should be enlightened." Here, in this country, the structure of the Government gives every man the right to express his opinion by his vote, upon the assumption that the opinion thus expressed may be made an enlightened one. If not, then universal suffrage is a great mistake, and republican institutions a fraud. The man who could calmly assert that the bulk of the people of any nation "will always have to blindly follow their leaders," whatever he may be otherwise, is not a good American citizen. He has scarcely another step to take to make him the advocate of orders of nobility and a king.

There is some truth in the assertion, that "In extending education and endeavoring to train all to be leaders, we have only extended presumption, pretension, conceit, indocility, and brought incapacity to the surface;" but it arises from the fact that our systems of public education are still very incomplete. There is in no one of our States at the present time a well-founded system of education, embracing not only the elementary branches of learning, but the higher branches. About all we have attempted to do as yet is to instruct all the youth of the country to read, write and cypher.

As "a little learning is a dangerous thing," especially when not wisely imparted, it is not to be wondered at that something of "presumption, pretension, conceit and indocility" are brought to the surface. This effect, however, results, not from an attempt to extend education to all, but from an inability as yet to make it sufficiently comprehensive and thorough. With systems of popular education not only embracing all but imparting a good education to all, systems such as are now contemplated by all thinking school men, the evil complained of will be prevented. It is simply that intoxication of brain which arises from "shallow draughts" of learning and which will be again sobered by "drinking largely." A better doctor than our author would prescibe for the patient not less medicine but more. The symptoms are exactly what might be expected from the amount and quality of that already administered.

The declaration made in the article under review, which will probably most astonish those acquainted with the facts, is the following: "For ourselves, we believe the peasantry of old Catholic countries, two centuries ago, were better educated, although for the most part unable to read and write, than are the great body of the American people to-day." What was the condition of the peasantry of the old Catholic countries of Italy, Austria, Spain, France, Ireland, two centuries ago? Our author admits that for the most part they could not read and write, but he adds "they had faith, they had morality, they had a sense of religion, they were instructed in the great principles and essential truths of the Gospel, were trained to be wise unto salvation, and they had the virtues without which wise, stable and efficient government is impossible." We had thought that the maxim, "ignorance is the mother of devotion," belonged to a past age, but here we have the doctrine conspicuously taught in this latter part of the nineteenth century. True, there may be a kind of instinctive faith, a kind of blind devotion, a kind of animal docility without education; but we had not supposed that any intelligent person could be found in this age and country to advocate it as a desirable social or religious condition. That the "virtues," whatever they were, of the peasantry of "old Catholic countries, two centuries ago" did not conduce very strongly to promote their physical, mental or moral well-being, we have the most conclusive proofs from the history of the times. This history, as we have read it, tells but one story; that of gross ignorance attended with poverty, wretchedness, licentiousness, superstition and crime. In no period of the world's history, probably, was there among the lower classes of society, in any country, a more general disregard of the laws of the land or the living precepts of the Gospel, than during the seventeenth century in the countries referred to. Besides, the seventeenth century was an age of wars and revolutions. Scarcely a "wise, stable and efficient government" existed in Europe. If, then, the peasantry possessed those "virtues" without which such governments are impossible, it would seem that they did not bear at this time their legitimate fruit. We could instance facts and quote opinions at any length going to prove what we have said concerning the moral and political condition of European countries at the period named, but we presume that to do so would be to go to unnecessary trouble. History tells but one story, that we have indicated, and the writer in the *World* must have written, surely not in ignorance of the truth, but certainly in entire disregard of it.

We are now ready to consider the doctrine that seems to underlie the unsound positions just commented upon. It crops out in a number of places in the paragraphs quoted, but appears most conspicuously in the following sentences: "Some men are born to be leaders, and the rest are born to be led." "The education of the leaders is of far greater importance than the education of those who are to be led." "Nothing can be worse than to try to educate all to be leaders." "The best ordered and administered State is that in which the few are well educated and lead, and the many are trained to obedience, are willing to be directed, content to follow, and do not aspire to be leaders."

There is no mistaking the meaning of these bold utterances. They mean a government of one or a few, in State and Church. They mean in this country the overthrow of the principles of republicanism and the substitution in their place of those of despotism. They mean power, and wealth, and education for the few; and degradation, and poverty, and ignorance for the many. They mean one lord and thousands of peasants; one master and thousands of slaves.

It may be that "some men are born to be leaders;" but if so, the history of this country abundantly proves that they are not the product of any special class of society. Talent for leadership with us has been quite as often born in the cottages of the poor as in the castles of the rich; quite as often among the lowly as among the powerful. Hard facts, patent to the most obtuse observer, show that our great men have not been produced by long lines of royal ancestors, by the laying on of priestly

hands, or by any costly "meat" upon which they have fed; and that, consequently, we cannot select a class of persons and educate them for leaders. If God sent children into the world with marks upon them reading, this is a king, this is a lord, this is a pope, this is a priest, then, we could educate them accordingly. But the only mark God sets upon a man is his *manhood*, and the right of each to a fair chance to develop his God-given powers is inalienable. It may not be wise "to try to educate all to be leaders," and no one makes the foolish attempt; but we try to educate all in order that we may know who are qualified for leadership and that each may find the place in the social scale God designed him to occupy. A common school system, well administered, does not force leadership upon the unqualified or compel the qualified to remain in ignorance. Such a system aims to develop all the talent of every kind that is born within the borders of a State, in order that it may be turned to its proper uses. It takes all the developed brain-power of a State to perform well the work of the State, and no fear need be entertained that when developed it will not properly adjust itself. Educate all, and those designed by Providence for leaders will become leaders, and those designed to be led, "will be content to follow." Each will move in his natural sphere. That condition of society is abnormal which does not give every member of it "a fair chance" in life; which forces some up and keeps others down.

We are glad to see that all Catholics do not take the same narrow view of education that is taken by the author of the article in the *World*. There are broad-minded men among them who would give this boon to all, high and low, rich and poor, without regard to race, class, color or condition. In this connection, we will quote a few sentences from the report of a lecture recently delivered at the Horticultural Hall, Philadelphia, by Father Nugent, for many years chaplain of the Borough Prison, Liverpool. The title of the lecture was "Nobody's Children," and the Reverend Father, in speaking of the 48,782 children in the city of London, between the ages five and fourteen years, who, he stated, attended no school, said:

"They are the seeds of a future generation, created by God, and endowed with faculties to gain their bread and prove useful members of society. If taught their duty to God, to society, and themselves, they will grow up to be an ornament to any position and the pride of any country. Their condition is more their misfortune than their fault. With no one to care for them, it is unchristian to say that vice or virtue is inherited from the parent stock. They are no more hereditary than genius and talent, and here genius and talent are running to waste in the gutters of our streets.

"He could find the equal in bodily, mental, and social status among the shoe-blacks and fusee sellers of London, for any of the scions of Eaton or Oxford or Rugby, in whose veins runs the blue blood of the aristocracy. They are keen, cute, sharp, and quick-witted; as anxious to make money and secure the attention of the public as is the banker on the side of the stock board."

Then, of the children "who were running wild in the streets of Philadelphia," he said:

"Educate them, and they will honor any station; neglect them, and they will grow up villains: they will prey upon society, and scourge it by their vices for the neglect with which they were treated."

These sentiments are broad and truly Catholic, presenting a happy contrast to the narrow, un-American doctrines contained in the article we have criticized. The movement that has for its object the education of the whole people draws to its aid the best and bravest of all parties and all creeds, and with the smiles of Heaven resting upon it, it must succeed.

MATHEMATICAL NOTES.

BY PROF. EDWARD BROOKS.

II. ALGEBRAIC SYMBOLS.

ALGEBRA *is a general method of investigating quantity by means of symbols.* Algebraic symbols are the characters used to represent quantities, their relations, and the operations performed upon them. In this article will be considered, first, the nature of algebraic symbols; second, their classification; and third, their origin.

I. NATURE.—The symbols of algebra are in the main, arbitrary. They consist of conventional signs agreed upon to represent certain things without regard to any particular fitness of form or meaning. They are not all, however, absolutely arbitrary. In several instances there is a relation between the sign and the thing signified, which renders the symbol not inappropriate. There are also sometimes relations between the symbols themselves which commend their use. We notice this fact in the *symbols of quantity*.

It is, to say the least, not unnatural to employ the letters of the alphabet as representatives of

quantity. This was done in arithmetic by several of the nations of antiquity. The Greeks represented numbers by the letters of the Greek alphabet. They divided the twenty-four letters of their alphabet into three classes, and, by adding another symbol to each class, they had characters to represent the units, tens and hundreds.

The Latins used the letters I, V, X, L, C, D, and M to represent numbers. The Arabs for a long time employed the Greek method of representing numbers by letters. It was, therefore, quite natural and in accordance with the usage of the ancients to employ the letters of our alphabet to represent the general quantities of algebra.

The use of the *first* letters to represent *known* quantities, and the *final* letters to represent *unknown* quantities is not entirely arbitrary, but to some extent natural.

Known quantities come first in an investigation; they are given, and from them we pass to the unknown quantities. In the alphabet the letters a, b, c, etc., come first, and from these we pass to the final letters. Hence the relation of the symbols corresponds to the relation of the quantities which they denote, and the method is therefore natural and appropriate. To have reversed this order and employed the final letters to represent the known quantities, although it could have been done, would have seemed inappropriate and unnatural.

Several of the symbols also were suggested by the nature of the thing to be indicated. Thus, the use of two equal parallel lines, =, for the word *equals;* the symbol $\sqrt{}$, which is a modification of the letter *r* the initial of the word *radix* (*root*), to denote the root of a quantity; the symbols of *aggregation*, consisting of the *parenthesis*, the *vinculum*, etc., which by their form, to some extent indicate their use;—are all more or less intimately related in form or origin to the purpose for which they are employed. It is also natural that a series of quantities arising from the same law, or occupying similar positions in an expression should be represented by the same symbol, with some mark to indicate the difference; as a', a'', or a, a^2, etc. The symbol of *ratio* indicating that the antecedent is divided by the consequent, would naturally be some modification of the symbol of division. The similarity between the symbols of addition and multiplication, the one "an erect cross," the other "an inclined cross"—processes which are intimately related—is also noticeable; as also the similarity between the symbols of the other two relative processes, subtraction and division; the symbol of the former being a *straight line* and of the latter a *straight line* with a dot just above and below its centre. Fractional exponents to indicate roots grow naturally out of the method agreed upon to represent powers.

We see, therefore, that the language of algebra is not entirely conventional, but that there are reasons for several of the symbols which have been regarded as purely arbitrary.

II. Classification of Symbols.—Various attempts at classifying the symbols of algebra have have been made by different writers upon the subject. Brande, in his Encyclopædia, says: "Mathematical notation embraces two distinct subjects; namely, symbols of number and quantity, and symbols of operation." He presents all the symbols treated of under these two heads, regarding the symbol of equality—incorrectly, I think—as a symbol of operation. Most of the writers, both ancient and modern, content themselves with presenting the symbols without any attempt at the classification of them.

One of the earliest American authors who intimates a classification, is Hackley. In his Treatise on Algebra, after speaking of the use of letters, etc., he says: "These are symbols of quantity. The following are symbols of relation." And then, after presenting the symbols of relation and explaining exponents, roots, etc., he introduces the vinculum, parenthesis and braces, by saying: "The following characters are used to connect several quantities together, viz.:" etc.

The first attempt at an exhaustive classification which has met my eye—I have not made a thorough examination of the matter—is that of Prof. Henkle, in an algebra of which he is the author. He says. "*Algebraic Symbols* are of six classes: Symbols of Quantity, Operation, Relation, Aggregation, Continuation and Deduction." This classification was complete, and showed a thorough thinker, as does everything he prints or writes.

A subsequent author says: "The symbols employed in algebra are of four kinds—symbols of *quantity*, symbols of *operation*, symbols of *relation*, and symbols of *abbreviation*." The last term is not happily chosen, as all symbols are in one sense symbols of abbreviation A Mathematical Dictionary published in this country adopts the same method.

Another popular author embraces the symbols under three classes—symbols of *quantity*, *operation* and *relation*. The symbols of *aggregation* and *continuation* are classed as symbols of *relation*, and the symbols for *hence*, *because*, etc., not classed at all. It seems to me that the

symbols of *continuation* should be placed under the head of symbols of *quantity;* the symbols of *aggregation* under the head of symbols of *operation,* and the symbols for *hence* and *because* under the head of symbols of *relation.*

That the symbols should be included under three heads seems unquestionable. We have *quantity,* and can *operate* upon it, and *compare* it, and this is all we can do with it; hence there can be only *three classes* of symbols. The difficulty in classifying is, to know where to place the symbols of *aggregation, continuation,* and the signs for *hence* and *because.* The signs for *continuation,* as already stated, should be regarded as symbols of *quantity* since they stand for quantities not expressed. The signs for *aggregation,* it seems, should be regarded as symbols of *operation,* since they indicate that the quantity is to be operated upon as a whole. The signs for *hence* and *because* are used in comparing, and therefore ought to be regarded as symbols of *comparison,* or symbols of *relation.* The method of classification which seems to me to be correct, and the reasons for it, will now be briefly stated.

The object matter of algebra is quantity. This is to be represented by symbols; hence we have symbols of *quantity.* Quantity can be operated upon, and the various operations denoted by characters; hence we have symbols of *operation.* Quantity can also be compared and its relations determined; hence the necessity of a third class, symbols of *comparison* or *relation.* To *operate* upon quantity synthetically and analytically, and to *compare* it in its different forms, is all we can do with it; hence these three classes embrace all the algebraic symbols which can arise. We have, therefore, three classes of symbols:

1. Symbols of Quantity.
2. Symbols of Operation.
3. Symbols of Relation.

The Symbols of Quantity are the *figures* of arithmetic and the *letters* of the alphabet Known quantities are represented by figures and the first letters; unknown quantities by the last letters of the alphabet. The absence of any assignable quantity or a quantity infinitely smal is indicated by 0; while the symbol ∞ denotes that which is greater than any assignable quantity, or a quantity infinitely great. *Accents* and *subscript figures* are sometimes attached to the symbols of quantity, to show that the values which they represent have a certain relation to each other which is preserved by the similarity of symbols, the difference of values being expressed by these signs. In cases where the performance of some operation involves a lengthened series of quantities, each derived from the preceding according to some fixed law, instead of repeating the entire series each time the sign of *continuation* ..... is written to represent the remaining quantities, after a sufficient number of terms have been given to show the law which governs the whole. Occasionally some other characters are employed to designate quantity, but these are all that are necessary in ordinary algebraic operations.

The symbols of Operation are: the sign of *Addition,* $+$; the sign of *Subtraction,* $-$; the sign of *Multiplication,* $\times$; the sign of *Division,* $\div$; *exponents,* which indicate the raising to powers; the *radical* sign, $\sqrt{\ }$, which indicates that a root of the quantity is to be taken; and the signs of *aggregation,* including the *Vinculum,* the *Bar,* the *Parentheses,* the *Brackets,* and the *Braces,* which indicate that the quantities connected or enclosed are to be subjected to the same operation. The signs of aggregation may, therefore, be appropriately classed with the symbols of *operation.*

The symbols of relation are the characters used to indicate the relations of quantities. The principal signs of this class are the sign of equality, the sign of ratio, the sign of equality of ratios and the signs of inequality. The signs of deduction are used when the relation is inferred from some previous relation. It is evident therefore that they may be classed with the symbols of relation.

Teachers are respectfully invited to consider this classification now presented, and to compare it with others. The object of this article is not so much to decide which method is correct as to present the matter to the attention of teachers, that each, after a proper examination, may decide for himself. It is evident that modern teachers and text-books are in favor of adopting some system of classification, and the tendency seems to be toward embracing all the symbols under three general heads.

The next article will treat of the origin of algebraic symbols.

THE STUDY OF NATURAL HISTORY.

BY HOWARD WORCESTER GILBERT.

THE illustrious founder of this Commonwealth, who was fully two centuries in advance of his age in intellectual and ethical development, nearly two hundred years ago recommended the introduction of the study of natural history into schools. One of his reasons for so doing was that the pursuit of this science fosters close observation—the study

of things—and brings the student into the most intimate possible connection with the great life of the universe. Being a man of the highest culture, familiar with savant and student at Oxford, his taste for such pursuits had been developed to the highest pitch which was then attainable. This is shown by what he has written on the plants and animals of the unexplored region which he had selected as his future home, and the seat of his ideal Commonwealth, which surpassed that of Plato.

It is true he recommended that natural history be studied through a medium which we should not now think of employing for the purpose, his plan being to have treatises on the subject for beginners composed in the Latin language, a course which would facilitate both the study it was intended to promote and the attainment of a greater familiarity with the language through the medium of which it was to be pursued. And this fact, by the way, gives us a glimpse of the superior thoroughness which was then regarded as possible, in contrast with the hasty and superficial culture which is becoming well nigh universal in these days of "improved education," when the almost innumerable facilities for the easier acquisition of knowledge, instead of producing larger results, are fostering reliance upon foreign aid and inducing intellectual inertia.

It is doubtful whether a teacher of natural history can be found within the limits of the commonwealth (at least one who is animated by a genuine love of the science), who would not promptly testify that he has found it a surer and more perfect means than any other of awakening the minds of dull and sluggish pupils, who could not be inspired with an interest in any other study. The infinite variety of beautiful forms and colors, and the exquisite odors of flowers, the graceful attitudes of aquatic plants, as they float upon the still water, or yield to the current, the elegance of the feathery ferns, and the delicate beauty of the creeping mosses, and the majesty of the mighty oak and lofty elm, are external features which strike even the unobservant and frivolous. The singular structure of the organs of plants, the wonderful facts of vegetable and animal physiology, the astounding revelations of an all-pervading order, if not of gradual development, which have been brought to light by the researches of the later science, afford a delightful field for intellectual exertion to the superior few, even at the outset—to all, in their measure, in a later period of their career.

No pleasure is cheaper than this, none purer, and it is certain to last as long as life endures. Of this there is no satiety, and it is probably quite as much owing to the healthy mental exhilaration it produces as to the invigorating exercise in the sun and open air attendant upon this pursuit, that the students of natural history are so proverbially long-lived.

It refines the taste and humanizes the character. We have never known a boorish student of natural history, nor one who was addicted to cruelty. The botanist spares even the flower he does not require for scientific purposes; and the ornithologist who should wantonly destroy a bird would be a phenomenon among his fellows.

We would recommend all teachers who are permanently located to commence the formation of collections in natural history. We have seen the room of a public school in a Pennsylvania town displaying all the beauty of a conservatory, rich with trailing vines and exquisite flowers, and this, we believe, in a great measure, through the contribution of rare plants by the pupils themselves.

Why can we not also have cabinets of our native birds, handsomely mounted, as well as an occasional specimen of the famous songsters of Europe, to stimulate still further the love of this delightful study?

It is quite certain that unless some such course is more extensively pursued than at present we shall fall still further behind New England, where the Agassiz family are rapidly developing an almost universal devotion to the study of natural history in all its branches.

DRAWING IN PUBLIC SCHOOLS.

BY LOUIS BAIL.

THE greatest delight of a child is to see. Seeing is the principal occupation of the infant during the first stages of conscious existence; it is the first of the senses that is recognized by the newly awakened mind. In a few weeks the infant learns, by observation, to recognize the smile of its attendant, and to distinguish familiar faces. In a few months he shows that he understands a frown, by quivering lips and by tears. Though not able to articulate, he has read the silent language of expression as delineated in the human countenance. In one year he acquires considerable knowledge of size and distance. He displays this knowledge in many ways: for instance, he does not try to grasp things too large for him to manage; nor attempt to seize an object beyond his reach. As soon as he is able to articulate, he expresses his approbation of pleasing objects. Now he is delighted with a

handsome toy. A picture has inexhaustible attractions; he expresses more delight in a picture representing the simple form or outline of an object than in a finished work. The outline picture is more simple, and is therefore more easily understood and best adapted to the understanding of the child; it accords with his first efforts in this direction, which are always composed of the most simple lines. He draws pictures of his pets as soon as he can hold a pencil; and though his dogs and horses look like four-legged stools, and his birds resemble a ball with four sticks inserted, he finds satisfaction in his work, and wants every one to see it, and recognize his ability. This proves that the early tendency of the child is to draw.

The child is a critical observer; quick to notice the peculiarities of any new person or object. His mind is wholly concentrated on the object of his interest, and if he is properly instructed by the presentation of the leaves of our common trees, and the various forms of plants, his perceptive faculties will be strengthened, and he very soon will be able to tell the names of our trees and plants, and if at the proper time he is directed in drawing these leaves, he will retain a permanent impression of their forms.

It is asserted that the child learns more during the first three years of his life than he learns in the same length of time at any subsequent period. Is not the cause of the greater improvement to be found in the fact that the child makes a natural and normal use of his eyes during his earliest years? The infant is allowed to see as much as he pleases; and no one will dispute that he looks to some purpose.

In the commencement of primary training we should not make a sudden division, or break from all the knowledge the child has already gained. We should follow the teachings of nature, build upon the knowledge previously acquired, and glide smoothly and easily to book learning.

When the time for primary education com mences, the usual practice has been to ignore all former attainments. We have taken the child suddenly from playing and seeing, and placed a book before his eyes, with admonitions in this wise: "Look on your book. Study your lesson"

The ability of the child has been taxed to the utmost to remember characters and words, which are often meaningless to his childish intellect, and the education that has progressed so smoothly and successfully is interrupted. The perceptive powers become weakened by inaction, if the child is not trained to habits of active and correct observation; in other words, if his memory is cultivated at the expense of his sight.

Drawing, if properly taught, is in direct connection with the early observation and habits of the child, and aids to systematize the knowledge already gained. It should, therefore, always be taught in primary schools. With the exception of music, it is the least artificial of the studies in our public schools.

It is a great advantage to young pupils if their teacher is able, by means of drawing, to delineate the form of common objects. Children feel an added interest and pleasure in anything they have seen drawn. It also incites them to try their powers of imitation.

In every position in life it is a great advantage to be able to express ideas of form and shape by drawing. A few lines will, in many cases, give a more correct and lasting impression of the object represented than any verbal description. We recall the form of an animal, tree, or flower that we have not seen in nature, by the picture, not by the verbal description. We find illustrations or pictures of all visible objects more permanent and impressive than words can be made.

Drawing cultivates the eye, and through the eye, the mind, in the memory of form; it assists the pupil to retain a clear impression of what he sees. Beautiful forms are presented to us in the frostwork of winter and in the verdure of summer. A child properly educated finds constant occupation in the contemplation of these forms.

Drawing cannot be over-estimated when it is considered as an aid in the acquisition and investigation of the natural sciences. To the instructor it gives the power of illustration, which is often the only available means of transmitting his ideas.

The benefits of drawing, heretofore named, are slight and incidental compared to those that accrue to the artisan and designer. These are now so well understood that it appears superfluous to repeat them.

In the unskilled production of labor, enduring muscle is the criterion of value. We have arrived at a period in which skill and intelligence are essential to success in every productive industry. The uninstructed laborer must take his place with the "hewers of wood and drawers of water," and content himself with a menial station in life. The American artisan must be educated or he will gradually descend to the most rudimentary labor. It is true, that his natural genius and perfect freedom in choice of occupation, have caused him to surpass other nations laboring under the same educational disabilities; but he cannot trust

his unskilled powers in competition with trained labor. A nation that depends chiefly upon raw material for wealth and support, will find a constantly increasing balance in favor of the manufacturing nation with which it trades, and a constant decrease of material means. The products of the toil of the husbandman and miner are absorbed in this unequal con flict. It is wise in a nation to protect home productions by a judicious tariff; but we do not wish to pay a bonus for awkward and clumsy work. Most of us prefer a tasteful article at an advanced price. Even where there is an inequality in material value, the inferior article often has a greater commercial value, and is sold at a price in advance of the article of superior intrinsic worth. To illustrate this fact, we have only to look at the paper that lines our walls, the carpet that covers our floors, or at common articles of wearing apparel.

That nation will be richest that teaches its artizans to multiply, in the highest degree, the value of raw material. The manipulations of the educated artisan has multiplied the commercial worth of a piece of bone or ivory, until it was worth more than its weight in gold.

It is safe to assert, that if the money that has been absorbed in the discussion of a protective tariff, had been spent in procuring suitable instruction for our people, the country would never have had cause to deplore cold furnaces and silent spindles; nor would our specie have been filtered away in exchange for foreign goods. After so many failures, the people have got to learn that an industry cannot be erected by a decree of Congress, however wise that decree may be. No prosperous industry can be established until the workmen are educated to the skillful prosecution of that industry.

An eminent painter was once asked what he mixed with his colors to produce such superior tints; he replied, "Brains." It is true that in every avocation in life the value of our labor is increased by the brain-power we bring to bear upon it.

We owe to our artisans, no less than to our country, to establish a system of public instruction competent to make them more skillful than the workmen of other countries. A large majority of the sovereign people is composed of this class. In a country like ours, nourished and governed by the people, we may reasonably expect that the fullest provision will be made for the education of the artisans.

As a starting point, we must have a thorough system of drawing in our public schools. Not play drawing, nor fancy drawing, but a regular organized system, that is worthy of the recognition of our Legislature. We cannot expect that drawing will generally be taught until the Legislature decides that it shall be taught. We shall not cease our appeals to this body until drawing is taught by law in every school in Connecticut.—*Connecticut School Journal.*

TEACH GEOMETRY.

[The following extracts are from a letter addressed to Rev. Herbert Hill, by Dr. Arnold, of Rugby. An anecdote of Mr. Lincoln is also given which, we trust, may aid somewhat in inducing more of our teachers to "vote for Euclid."— Ed.]

"I WAS very glad to find that —— was to go to you; before I heard it, I was going to send you an exhortation, which, although you may think it useless, I will not, even now, forbear. It is, that you should, without fail, instruct your pupils in the six books of Euclid at least. I am, as you well know, no mathematician, and therefore my judgment in this matter is worth so much the more, because what I can do in mathematics, anybody can do; and as I can teach the first six books of Euclid, so I am sure can you. Then it is a grievous pity that at your age, and with no greater amount of work than you now have, you should make up your mind to be shut out from one great department, I might almost say, from many great departments of human knowledge.

"Even now I would not allow myself to say that I should never go on in mathematics, unlikely as it is at my age; yet I always think that if I were to go on a long voyage, or were in any way hindered from using many books, I should turn very eagerly to Geometry and other such studies. But, further, I do really think, that with boys and young men, it is not right to leave them in ignorance of the beginnings of physical science. It is so hard to begin anything in after-life, and so comparatively easy to continue what has been begun, that I think we are bound, as it were, to break ground into several of the mines of knowledge with our pupils, that the first difficulties may be overcome by them while there is yet a power from without to aid their own faltering resolution, and that so they may go on, if they will, with the study hereafter.

"I do not think you do a pupil full justice, if you so entirely despise Plato's authority as to count Geometry in education to be absolutely good for nothing. I am sure you will forgive me for arguing this, for I think that it concerns you much, and I am quite sure that you ought not to run the risk of losing a pupil because you will not master the six books of

Euclid, which, after all, are not to be despised for one's own very solace and delight, for I do not know that Pythagoras did anything strange if he sacrificed a hecatomb when he discovered that marvelous relation between the squares containing and subtending a right angle, which the 47th proposition of the first book demonstrates."

Authentic anecdotes of Mr. Lincoln generally relate to something worth preserving, and this, from the *College Courant*, strikes us as most practical:

"I read law," said Mr. Lincoln, "as the phrase is; that is, I became a lawyer's clerk in Springfield, and copied tedious documents, and picked up what I could of law in the intervals of other work. But your question reminds me of a bit of education I had which I am bound in honesty to mention. In the course of my law reading I constantly came upon the word 'demonstrate.' I thought at first that I understood its meaning, but soon became satisfied that I did not. I said to myself, 'What do I mean when I demonstrate more than when I reason or prove? How does demonstration differ from any other proof?' I consulted Webster's Dictionary. That told of, 'certain proof,' 'proof beyond the possibility of a doubt,' but I could form no idea what sort of proof that was. I thought a great many things were proved beyond the possibility of a doubt, without recourse to any such extraordinary process of reasoning as I understood demonstration to be. I consulted all the dictionaries and books of reference I could find, but with no better results. You might just as well have defined blue to a blind man. At last I said to myself, 'Lincoln, you can never make a lawyer of yourself if you do not understand what demonstrate means;' and I left my situation in Springfield, went home to my father's house, and stayed there until I could give any proposition in the six books of Euclid. I then found out what 'demonstrate' means, and went back to my studies."

President Gulliver, of Knox College, to whom the above was related by the President, then said: "If you will permit me I would like to state the fact publicly. It will be most valuable in inciting our young men to that patient classical and mathematical culture which most minds absolutely require. No man can talk well unless he is first able to define for himself what he is thinking about. Euclid, well studied, would free the world of half its calamities, by banishing half the nonsense which now deludes and curses it. I have often thought that Euclid would be one of the best books to put on the catalogue ot the Tract Society, if they could only get people to read it. It would be a means of grace." "I think so," said Mr. Lincoln, laughing, "I vote for Euclid."

SYSTEMATIC TEACHING.

MR. EDITOR: I heartily concur with the remark of Hon. E. E. White, "Hold yourselves first, then your pupils, up to system." Its importance certainly cannot be over-estimated. System is necessary to the successful prosecution of any business. As "order is heaven's first law," the first step in everything should be made systematically; so should the last and all intermediate steps. Every vocation in life should have a plan by which to accomplish its desired end. When this is not the case the progress made is generally very irregular. And it is believed that there is no profession that makes a greater demand for system than that of the teacher. The advantages where it is observed are great, and the disadvantages resulting from its non-observance are serious. When success attends the labors of an unsystematic teacher, it may be termed *an accident*.

But notwithstanding the great importance of systematic teaching we find many teachers engaged in the profession who teach without it. And it is thought that the profession itself is somewhat defective in its system, for each member seems to follow his own method of teaching and governing a school. Besides this, there is still, we fear, a little of the spirit of jealousy and want of harmony existing in the minds of some teachers, which is certainly a great drawback to the cause of education in our midst.

It is true, normal schools and teachers' institutes are doing a great work in the cause of systematic teaching and creating a spirit of harmony among teachers, and, the day seems not far distant when through their aid and that of other kindred influences the evils named may be entirely eradicated.

Unsystematic teaching is a great source of evil, especially in our *rural districts*, where there is so much changing of teachers. In some schools almost every year brings a new teacher. What may have been the course pursued by his predecessor, the new teacher knows not, often cares not. The school is for the time placed in his hands, and he will take care of it according to his sense of propriety, without regard to the former habits of his pupils. Thus there is a revolution brought about upon the introduction of every new teacher. Now it cannot be otherwise than that this want of system will tend to confuse the pupils. A new teacher, a new plan of teaching, a new set of rules, all to no profit, as much time is sometimes unnecessarily consumed in becoming acquainted with this new teacher, this new plan of teaching, and this new set of rules. Systematic teaching will do much to remedy this evil.

S. A. MCFARLAND.

THE price of a Bible in the time of Edward I. was £37, while the price of a day's labor was three-half pence; at the first rate it would take a laborer over fifteen years to earn a Bible. We cannot too highly appreciate the privilege of cheap books

U. S. NAVAL ACADEMY.

[We are indebted for the following sketch of the course of study, method of determining grade, etc., of the cadets at the U. S. Naval Academy, to Midshipman Wm. A. Marshall, of Lancaster, Penn'a., who recently graduated with honorable rank from that institution. He was appointed four years ago by Hon. Thaddeus Stevens, after a careful competitive examination. One feature of this appointment we cannot pass without mention. The Old Commoner, then the acknowledged leader of the House of Representatives, was everywhere known to be an uncompromising Republican, but in this instance he appointed to one of the most desirable positions in his gift the son of a life-long Democrat—a gentleman whose vote and voice has always been against himself—and that in a Congressional district whose majority for his own party, uniformly Republican, ranges from 5,000 to 6,000. *That son had passed the best examination!* There is a lesson in this that should not be lost upon our public men. Let merit bear the palm.—Ed.]

A VERY good description of this academy, its buildings and grounds, together with an account of the course of study and drills, will be found in *Harper's Monthly* for July, 1871. It is intended here to give some brief description only of the internal arrangements and the course of education pursued by a cadet midshipman during his four years' course. Candidates are now appointed every four years, one from each Congressional district. Congressmen are at once notified when a vacancy occurs for their respective districts, and a candidate must be appointed in time to present himself for examination during the month of June, usually between the 20th and 30th of that month. Very many young men fail to pass a satisfactory examination on presentation at the Academy, when another appointment must be made in time for the September examination, which is conducted in precisely the same manner as that held in June.

A system of competitive examinations is now adopted in various parts of the country, the appointment being given to that candidate who passes the best examination in his district. In this way much trouble and expense can be dispensed with, as the examination can be made similar to that required to be passed at the Academy. Credit is due to the late Hon. Thaddeus Stevens for the introduction of this plan of competitive examination, before making his later appointments.

Upon arrival at the Academy, the candidate reports at the Superintendent's office, where he delivers his appointment papers, together with certificates of good character from the principal of the school which he attended, from his clergyman, and any other recommendation with which he may be provided. He is then required to present himself at the hospital for a physical examination, before a medical board composed of three surgeons. This examination is very rigid, and if any doubt exists as to his capability for the service, in a physical point of view, he is rejected at once. Upon passing this examination satisfactorily, he is required to appear before a Board, composed of officers attached to the Academy and some of the civilian instructors. This examination embraces reading, writing, spelling, English grammar, arithmetic and geography, and is both written and oral. If a candidate fails in any one of these branches, a second trial is given him before the Board, which latter is entirely oral. As soon as he is notified that he has passed the examinations, an amount of money sufficient to defray the expenses of his clothing and text-books must be deposited.

The "Constitution," a United States frigate moored alongside of the wharf, was formerly the quarters of the Fourth class, but within the last two years this class resides in the "new quarters" with the Second and Third classes, the "old quarters" being the home of the Senior class.

The Academic Year commences October 1st, and is divided into two terms of four months each.

The day is divided into three periods for study and recitations. Study hours commence in the morning at 8 o'clock, and last until half past twelve, and during the afternoon from two o'clock to four. From 4 until 6 p. m., the cadets are exercised at seamanship—spars, sails, or boats—great guns, artillery, infantry, fencing, or carbine drill. The morning study hours are divided into two periods of two hours each, the first period lasting from 8 to 10 o'clock, and the second from 10½ to 12½ o'clock. Each period is devoted to a separate study—one half of the class reciting during the first hour of the period, and the remaining half during the second hour. At 8 o'clock in the evening the bugle sounds for study hours, which last until 9½ o'clock. At 10 p. m. all lights are put out, and every one must retire.

The course of instruction for the Fourth class consists of mathematics, embracing arithmetic and algebra, seamanship, practical instructions in knotting and splicing, ethics and English studies, comprising geography, grammar, ancient and modern history, and drawing—sketching and perspective, topographical and chart drawing. Special attention is paid to mathematics, which is commenced with this class and continued until the end of the first term of the second class year.

There are different instructors for the various departments of study, an officer not below the rank of Lieut. Commander being in charge

of the department, and the instructors acting as his assistants.

In all the departments, a regular system of daily marks is adhered to. Each cadet is marked upon his making a recitation. These marks range from 4 to 0; 4 indicates a perfect recitation; 3.5, very good; 3, good; 2.5, satisfactory; 2, poor, and zero, total failure. If the average of the weekly marks in any one branch of study fell below 2.5, the cadet was until recently required to study on Saturday afternoon. Within the last few months this punishment has been abolished, and in its place that of deprivation of liberty for that week, and also of giving "demerits," has been substituted.

For every offense committed, a certain number of demerits is given, depending upon the nature of the offense. The number ranges from ten to two, which limits cannot be exceeded. Beside receiving demerits, the cadet was required during recreation hours to perform guard duty with a musket, a certain length of time for every demerit. This additional punishment was abolished in Dec., 1870, and now demerits alone are given. If any cadet of the fourth class has over three hundred demerits for the academic year, two hundred and fifty in the third class, two hundred in the second, or one hundred and fifty in the first, the case is brought before the Academic Board, and it rests with them to find the cadet "deficient" or not.

On Sunday, all the cadets are required to be marched by mess crews to the chapel, where divine service is held. At the close of the academic year, the three classes remaining at the academy go aboard the practice ships, two sloops of war, the "Constellation" and the "Saratoga." Some years a foreign cruise is taken, but at other times a cruise along the Atlantic border is preferred.

During these cruises, the cadets are taught everything necessary in the management of a vessel by sails; the junior classes handling the sails aloft while the senior class performs the duties of officers, taking charge of the deck, performing different evolutions, etc. Great attention is paid to practical navigation during the cruise, as there are better opportunities afforded then than at the academy.

The course of instruction for the third class consists of seamanship, gunnery, mathematics, geometry, trigonometry and descriptive geomtry, drawing, history, rhetoric, French and Spanish.

The manner of conducting the recitations and study hours is similar to that of the fourth class. The study of seamanship and gunnery is commenced with this class, and continued throughout the remainder of the academic course. A very rigid oral examination is had annually in each of these studies..

The studies for the second class are seamanship, gunnery, steam enginery, astronomy, navigation, analytical geometry, calculus, mechanics, French and Spanish. Almost all the studies from this year until the end of first class year are professional; and great attention is paid to the three studies: seamanship, gunnery, and navigation. Mathematics being finished with the end of the first term of this year's course, additional recitations in navigation occupy the time before devoted to it.

The first class studies are seamanship, naval tactics, gunnery, steam enginery, navigation, the principles of marine surveying, physics, international law, French, naval architecture and construction, and Spanish, until the close of the first term. The study of physics is kept up the whole year, part of the time being devoted to lectures, in which very fine illustrative experiments are shown.

During the last term of this year, the greater part of the time set apart for the study of steam enginery is devoted to practical exercises—taking charge of a large marine engine and performing the general duties of engineer. Instruction in this department during the first term is from text books and lectures, there being four assistant engineers detailed by the Navy Department as instructors, also a chief engineer to take charge of the steam department.

On conclusion of the annual examinations, the standings are made out in each study for each cadet, and the cadets are arranged in the next class according to their grade. These standings are determined according to a regular system. A certain multiple is had for each study, ranging in value according to the importance of the study—deportment having the highest multiple; the professional studies a multiple somewhat less, and the minor studies the least. The cadet standing lowest in any study receives one-third of the multiple for that branch, and the cadet standing highest the full multiple, the remainder of the class ranging in grade according to their respective standing between these two extremes. This standing is made out for each study and the sum of all these multiples grading from the highest of these sums, determines the class grade of each cadet on promotion or graduation. The final or graduating standing is the sum of all these multiples for the four years.

There are employed in all, including the heads of the several departments, upwards of fifty instructors, most of them men well ad-

vanced in years, and all highly proficient in their several branches. The department of seamanship employs four; that of gunnery, four; navigation, four; mathematics, six; physics, three; drawing, three; English studies, eight; French, five—all of them Frenchmen; Spanish, three—two of them native Spaniards and the third a Scotchman who speaks the language with the fluency of a native; and steam navigation, five, a large engine being found in this department, which the cadet is required to run, so that when he goes aboard a vessel in service he may understand, not only in theory but also in practice, everything connected with its management. In addition to the instructors named there is, as has already been stated, a chief or head for each of the departments. Those instructors detailed by the Navy Department for duty at the Academy are paid according to their rank. Civilian instructors, who must be the best of their class, also receive remunerative salaries.

The classes at the Academy, at the close of the last year, numbered in all two hundred and thirty-three cadets, as follows: First class (graduating,) 47 members; Second class, 27; Third class, 53; Fourth class, 106. The graduating class on entering, four years ago, numbered 96 members; at graduation the number had fallen off to 47. Some of these had been in attendance at the Academy for five and others for six years—cadets being rigidly reduced who cannot pass examinations. The average age of the graduating class is twenty-one years. The average age of cadets upon entering is seventeen years.

The average cost to the Government of each cadet midshipman, during his four years' term, is estimated at from $16,000 to 18,000. Each cadet is paid $500 per year during his term at the Academy, out of which all ordinary personal expenses are to be defrayed. An exact account is kept by the paymaster, and the cadet supplied with a pass-book in which he must receipt monthly for everything that has been supplied to him. Each class has its base-ball club of nine members and its boat crew of four members, all selected by the class. Their practice in playing or rowing must be outside of study hours. [The modesty of our young friend prevents his saying that he was a member "in good standing," of both these clubs.-Ed.] The trainer of the Class crew of 1871 was Mr. Blakie, referee in the famous international race of two years ago, between the American and the English crews of Harvard and Oxford.

There are now at the Academy two cadets from Japan, sent by the Japanese government at the modest fee of *twenty thousand dollars* each, for the four years' course. They are both of high rank, and one of them who speaks English fluently, excels greatly in all the mathematical studies. He looks forward to the position of admiral in the Japanese navy immediately upon graduation. Two or three more Japanese are, we believe, expected at the Academy. Japan seems the foremost of Mongolian nations, and the results of the training which these young princes are now receiving at Annapolis will doubtless be felt in her augmented national greatness.

TEXT-BOOKS ON SPELLING.

MANY educators in our land believe that spelling should be taught in connection with reading, and that no text-book on spelling is necessary. Many others maintain the opposite view. We believe with the latter, that text-books on spelling, or spelling-books, are absolutely necessary in *all* our common schools; and, if we use spelling-books at all, it is highly important that we have *good* ones. The paramount object of authors on this subject should be, we think, to teach correctly both spelling and pronunciation. Many other things are proper to be taught in a spelling-book, but, in our opinion, all others are of less importance than these. The failure in regard to pronunciation, so far as our observation extends, is very great. Many popular authors have scores, and sometimes hundreds, of words in their spelling columns without any instruction as to how the words should be pronounced. We take the view that in a spelling-book designed for a common school, the pronunciation of every word and syllable in the regular spelling lessons, should be designated with as much accuracy as is done in our best pronouncing dictionaries. We think a very judicious arrangement for a spelling-book would be to have it in three parts, or perhaps in three separate volumes, as follows: Part I, to contain easy words, of not more than two syllables; Part II, to contain such as are in reputable colloquial use, or in good use by common writers; Part III, to contain selections of words from elegant writers, and a tolerably large list of words spelled differently but pronounced nearly alike, and also a list of words pronounced nearly alike but differing by nice shades of distinction, such as, real and reel, tracks and tracts, etc. And, in order to prevent narrow, one-sided views, it would be well to have a small list of words that are spelled or pronounced differently, or both, by good authors, giving the authorities for the different

modes. For convenience of reference the words should be arranged alphabetically or in some other systematic way. "Dictation exercises," as they are termed by some authors, we think very good. The only objection to these is, that they increase the size of the volume, and consequently enhance its price. There are many other things it would be proper, perhaps, to insert, such as primitive and derivative words, prefixes, suffixes, etc. In selecting spelling books for common schools, it seems to the writer that the points already mentioned deserve to be considered by all parties interested in their use.

R. CHADWICK.

Emporium, Pa.

TRUANCY.

BY GEO. D. HUNT.

TRUANCY is one of the evils that are sources of great vexation in many schools, and it is more so because the teacher has not the means of knowing in all instances whether the pupil is not kept from school for sufficient reasons, reasons about which it would be deemed impertinent for him to inquire. Pupils often exult in deceiving their teacher with the plea "that they are needed at home," when, in fact, their dislike of the school, or their preference for idle sports, is the true cause of their absence. How to prevent this evil is a question often discussed at teachers' meetings; and it is a subject of deep concern to every person who has at heart the general welfare of common schools and the inculcation of steady habits in the young.

The causes of truancy are:

1. A dislike of the teacher, especially his austere habits and lack of congeniality.

2. A dislike of study and the confinement of the school.

3. Outside temptations of various kinds.

The second and third of these causes are beyond the teacher's control; and he cannot justly be held accountable for them The first is an important matter for self-examination to every teacher, for no one can be excusable for allowing himself to be an object of unwarrantable prejudice on the part of his pupils. But prejudice against a teacher is apt to spring from a dislike for study and a lack of appreciation of the worth of learning. Where there is a real desire and a capacity for learning, the teacher is greatly in fault if his sympathy for the pupil does not draw him to the school and engage him in a faithful compliance with its regulations. The pupil who loves study will not absent himself from school, and he will excuse some of the foibles of his teachers; but all children are not of this quality, and all must be educated.

All who are qualifying themselves for the profession of teaching should consider well their congeniality with the minds of children, and their ability to interest, as well as to exercise a judicious control over them. If they find themselves deficient in these particulars, they may reasonably doubt their calling to this profession. But in these, as well as other things, no one is perfect; and there are but few who are not susceptible of some improvement, and neglect of constant improvement is inexcusable.

No teacher can justly be expected to assume unlimited responsibility for the attendance and advancement of his pupils. They must in some way be made to see for themselves the consequences of their neglect of duty. To do this is a great part of the work of schools; but it must not all be imposed on teachers. Parental responsibility is not released by superior qualifications on the part of teachers.

To prevent truancy, and secure attention to study, parental co operation must be had; and school boards must establish and sustain wise and efficient regulations in their schools. Compulsory attendance is, by many, regarded as impolitic, while voluntary attendance and study are approved by all. Make the school room a pleasant and attractive place, then will children delight to assemble there; let the teacher show that his heart is wholly engaged in the work of instruction, and that he has a deep and earnest desire for the welfare of his charge, and then his pupils will learn.

To attend school and engage in study because the pupil is compelled to attend is only a little better than a total neglect of moral and intellectual culture, yet attendance under any circumstances may in the end lead to study from right motives. If children are to be properly educated, the co-operation of all who are directly or indirectly concerned must be engaged. We cannot do too much for their improvement, but there is danger of not doing enough. It is bad policy to depend on teachers to remove all the evils that are encountered in training the young. Parents and school boards should do what they can to make the teacher's efforts accomplish as much as possible. And in nothing can they do more than in securing regular attendance and diligence in study, as well as obedience to wholesome and necessary discipline.

CAPILLARY ATTRACTION.

AN OBJECT LESSON FOR THE SCHOOL ROOM.

IF teachers desire to make science attractive to their pupils, they must make it familiar, and show its applications to the numberless transformations of nature and art. It is, therefore, not sufficient that a pupil should read in text-books about *water* rising in small glass tubes above the surface in which they may be immersed, nor of its elevation between panes of glass in an inclined position; but let the teacher bring the subject home to daily observation, by means of specimens selected from the vegetable kingdom, under circumstances adapted to arrest and awaken attention.

Let us suppose a little girl has brought to the teacher's desk a charming boquet of flowers, which through inattention, or his many pressing duties, has been suffered to remain there a short time during the heat of the day. The beautiful tints begin to fade, the petals decline from their erect position, and the offering of affection begins to be viewed by the giver as an unappreciated present. But an expedient just occurs to the teacher, which, while it affords an opportunity of recognizing the value, will, at the same time, illustrate an important principle of science. A small vessel is at hand, and having been supplied with some water, the flower stalks are inserted. For a few moments the attention of the class is directed to another subject, during which interval an influence like magic has been at work. The flowers have regained nearly the same freshness as when plucked from the parent stems.

The teacher seizes the opportunity to illustrate *Capillary Attraction*. Holding up the flowers, and exhibiting them to the class (of whom the little girl is one), he remarks: "You see this beautiful boquet, that a few moments ago was wilting and fast becoming discolored. Can you tell me what has produced this change? You see the colors are almost as gay and bright as when first laid on the desk this morning." Every eye brightens at the exhibition, but the class can scarcely realize the transformation. "The water," is the obvious answer. But another question readily occurs to the inquiring mind: "How did it get into the flowers—even into the very extreme petals, in so short a time?" This is a mystery, until explained by the teacher, and the fact stated that the fluid was pumped up by the *fine capillary tubes* existing in the flower stalks, and by them diffused over every ramification of the flower.

While stating this fact, he told them it could be tested by any one of the class, by first measuring the water before the bouquet had been inserted, and after its removal, when the falling of the water would have been very perceptible. Thus, the class see before them how beautifully the principles of philosophy are applicable to development in the growth of vegetables, from that of the insignificant fern or moss, to the great oak of the forest; from the track of the small rivulet in the meadow

"That with a livelier green
Betrays the secret of its winding course"—

to that field of waving green, on which the hope and joy of the farmer rest with such unalloyed gratification. It may be explained with great propriety to a class of pupils, that all the processes of vegetable expansion, where not only the subtile fluid without the admixture of nutritious particles is made to exert its vivifying power, but by the same wonderful process of capillary attraction, the very essence of manure, in its fluid state, all that is valuable in fertilizing the soil and nourishing an innumerable variety of plants, constituting their growth and development, owes its efficiency to those very capillary tubes, which not only form the basis of the blossoms that beautify the landscape, but are also the agency through which all vegetable growth goes forward, which

"Live through all life, extend through all extent,
Spread undivided, operate unspent."

W. K. J.

SUPERFICIAL STUDY.

M. H. CURTIS.

THE method of study practiced by many pupils and permitted by too many of the teachers in country schools, is very superficial. This fact is often and painfully realized in organizing classes in a new school at the beginning of the term. Most country schools have different teachers every term; and when the new teacher takes charge, he usually finds that the *advancement* of many of the pupils in their books is no evidence of a corresponding *proficiency*. He finds some who have been through, or half through, their text-books, and yet are partially, or sometimes entirely, ignorant of the primary principles of what they have pretended to learn. One has been half way through arithmetic, and cannot perform short division; another has "skimmed over" two-thirds of geography, and cannot bound his own State; another has stumbled far on in grammar, and is utterly incapable of parsing half a dozen words in the simplest exercise.

As these deficiencies become apparent, classes must be re-arranged and frequently new

ones formed, and re-formed, until the school at last is tolerably classified into working order.

Probably much of this most aggravating state of things is due to the indolence or forgetfulness of the pupils; but does all the blame attach to them? The candid and close observer must emphatically answer, no! Much of it rests upon teachers, and indirectly upon parents also. Too often there is a low standard of excellence in teaching; in the minds of both, a false and most ruinous idea of what is progress in studies. There cannot be too great zeal on the part of either of these classes of persons, but there frequently is too little discretion. Parents too often charge their children to "go through the book this term," and urge the teacher to the same effect. To gratify this wish would be very well, could it be done, and *well done;* but what is done in haste is frequently done ill. Many teachers forget this fact, and are weak and inconsideate enough to humor the whims of thoughtless parents, against the dictates of their own judgment, for the sake of a little brief local popularity, thinking and caring not what additional and needless labor they entail upon earnest, independent and conscientious teachers who may succeed them. The teacher who aims to be true to himself and his profession, as well as to acquire a solid reputation, must consider, not what some falsely ambitious parents may wish in regard to their children's studies, but what is for the best interests of the children themselves, remembering it is this which will ultimately gratify all parents most, even if it renders some few dissatisfied at present. It seems to be the general spirit, if not the letter, of the school law, that the teacher, and he only, shall direct the pupil's course of study in the common, or ungraded school. Teachers, then, should regulate the matter according to their own judgment, subject only to the control and suggestions of the school authorities.

The standard of excellence in learning should be not "How much, but how well." That is the true measure of proficiency—the proper motto to be commended to the pupil. If he can be persuaded or encouraged, or compelled, to learn much, and also learn it thoroughly, it is well; but let him be made to learn it thoroughly, be it much or little. Then he is making good progress, whether the scope of his learning extends over two pages or twenty pages of the book per week. "Why?" is a question that can scarcely be put too often at recitation. Reviews are seldom had too frequently. If the blackboard were employed more, and pupils required to demonstrate what they recite; to give a rule or a sufficient reason for everything, we should have less complaint about the inefficiency of the common schools, and a far more useful and educated class of young people would be given to society. Every lesson should be *known* and *understood*, not merely "looked over" to recite. This rule should be strictly enforced; it should be impressed on the pupils that the object of studying each lesson is to remember it for a life time, and apply it if necessary in actual business.

Let the teacher fix his standard high, and work up to it faithfully, and his efforts will command an increase both of honor and profit, with the happy consciousness of having discharged his duty.

CLOSING SCHOOL.

BY J. N. BEISTLE.

THE time is again here when teacher and pupils have brought their year's work to a close, and are now enjoying their annual vacation. The many little incidents and events that transpired, what was said and done, how much was accomplished, afford subjects for thought; and we trust will bring up many pleasant recollections. The day for closing school at length arrives—a time anticipated with so much interest as the festive day of the term. Morning dawns, and before the appointed hour we may see wending their way toward the school building, bright-eyed lads and misses, and eager parents, anxious to witness the exercises and attest the progress of their sons and daughters.

The school-room is nicely arranged for their reception. Around the walls hang wreaths of evergreens, on the teacher's desk are bouquets arranged with artistic skill. The programme for the day has been carefully arranged, assigning for each exercise a proper place and appropriate time, all things are in perfect order and manifest system, energy and zeal on the part of the teacher, and cheerful assistance and ready compliance on the part of the pupils. The day passes, school has closed, and patrons, pupils, and teacher return to their respective homes satisfied with the effort and result, with pleasant thoughts and kind wishes for each other, feeling that it was good to be there. The teacher goes away conscious that he had the co-operation of the parent and the good will of the pupil, and knowing that the classes stood upon their own merit and that the success of the day was the result of long-continued effort in study, directed with a fixed object in

view, viz.: To do well, and become thorough. The marked good feeling on the part of the pupil and parent is indicative of the fact that there was mutual interest in the work. The teacher who has gained this point, that is, secured the co-operation and sympathy of all parties interested, has, we believe, *secured* the passport to true success in teaching.

Fellow teacher, how did you close your term of school? Did your number dwindle away and the pupils lose interest in their work? or, was your closing day a fair index of a successful term's labor?

THE BRANCHES OF STUDY.*

ADDITIONS TO THOSE NOW REQUIRED BY LAW.

WHEN Agesilaus, king of Sparta, was asked what he would recommend boys to study, he replied: "That which they will use when they become men." So, in arranging a course of study for our common schools I would include those branches which children will use when they become men and women. All will agree that the branches now required by law are indispensable, with possibly one exception. Of this I will speak hereafter. But are these the only branches that ought to be included in a course of study for our common schools? The object of the common school, as I understand it, is to prepare the children of the State for the duties which must devolve upon them in after life—to make good citizens.

It would seem that every citizen should understand the *history* of his own country, as well as its geography. They are so closely connected that if one is important so is the other, and, if properly taught, a knowledge of both may be acquired with a very slight addition to the time required for obtaining a knowledge of one. Nearly every history lesson can be made a lesson in geography, and *vice versa*. But, of course, this is not the place to point out the methods of teaching. There is probably no kind of knowledge that the citizen will more frequently use than that of the history of his own country. Why not, then, have it taught in our common schools, so that every child may become acquainted with it?

Book-keeping is another branch that all should understand. The day-laborer, the farmer and the mechanic should know how to keep correct accounts, as well as the professional man and merchant. Obedience to the divine injunction, "Deliver all things in number and weight, and put all things in writing that thou givest out or receivest in," would save a great deal of litigation and unpleasant feeling among neighbors. If all knew how to do it, and would keep correct accounts of their receipts and expenditures, it would greatly diminish the number of bankruptcies, would render the people more frugal in their personal and domestic expenses, and prevent vast accumulations of indebtedness. A great deal of time is spent upon the study of arithmetic, that children may become qualified for the ordinary duties of life, and for the transaction of such business as they may have occasion to engage in. But it is thought that a portion of this time might be given to book-keeping, and the same important object more speedily attained. Pupils study arithmetic year after year, sometimes going over and over it time after time, and yet fail to obtain that thorough knowledge of the subject that would enable them to work with readiness and accuracy any question that might come up in practical life. Now, would not the study of book-keeping help them to see the practical application of the principles of arithmetic, and thus facilitate their efforts in acquiring a knowledge of that important branch? It seems to me that, as in the case of history and geography, a knowledge of book-keeping and arithmetic may be acquired with very little more expenditure of time than is now taken to obtain a knowledge of the latter.

Physiology is a branch of study that ought also to be understood by all. You remember the ancient Greeks wrote in golden letters, over the arched way of their Academy, that maxim of maxims, "Know Thyself." If this maxim were now more generally carried out in practice, as it is admitted in theory, it would be a happy thing for our race. A knowledge of the human body is necessary, to know how to take care of it; to know what it is capable of performing, and how much it can endure. Nine-tenths of the ills, the aches and pains of life are traceable to the violation of some law of nature. Ignorance of our own bodies is the direct cause of more suffering and disease than all other things combined. We are becoming a puny, sickly race, through a lack of the knowledge and proper observance of the hygienic laws. Let physiology be taught in all our public schools; let pupils be schooled in the observance of the laws of health, and its good effects will soon be noticed in the increased health and longevity of the race.

Drawing is another study, some knowledge of which no one, whatever may be his occupation, can afford to do without. It is useful to persons engaged in almost every department of labor—to the architect, the master builder, carpenter, mason, cabinet-maker, the florist, embroiderer, milliner, the potter, and the machinist. No boy who expects to become a skilful mechanic can afford to do without a knowledge of this important art. The order of Napoleon I. requiring drawing to be taught in all the schools of France, increased immensely the *wealth* of that nation, and added much to the skill and taste of its people, as displayed in the cultivation of the fine arts Were it introduced and successfully taught in all the schools of this State, it would no doubt greatly increase its wealth, and add much to its material resources

The influence of *Music* is so refining and ennobling to human character, that I am inclined to name it as one of the branches to be taught in the common schools. It refines the taste, cultivates the finer feelings of our nature, and has a happy and elevating influence upon the school. Wherever it has been tried in the school-room, it has been found to be a powerful aid in preserving good order. Who can estimate the power of music? How it thrills you with emotion! How it melts to tears, the human voice! What a wonderful instrument! And shall it be allowed to go untuned?

You ask if I would add all these to the branches now required by law to be taught in the common ungraded school I answer, No. There is not time for all these in the ungraded school. How then shall they be taught to the children of our public schools?

How far the State should go in furnishing an education to its children is a question on which there is some difference of opinion. Our own opinion is that it should not only instruct in the common branches, but that it should furnish the means for every child within its limits to acquire an education in the arts, in the sciences, and in language, as good an education as any college in this land is able to furnish. The door should be thrown open for

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* This paper by Mr. W. M. Lindsey, County Superintendent of Warren county, was read at the late Convention of Superintendents held at Harrisburg.

every boy in the State, be he rich or poor, to go up through the common school, the high school and the university, and all free as the air we breathe or the water we drink. Now, to this end, I would have all our schools graded, in the country as well as in the borough and city. I would require the board of directors in every township to establish one high school in the centre of the township, or at the most accessible point, where the above named branches and others should be taught. This school would receive the advanced scholars from all other schools in the township. The principal of the high school might be made district superintendent. We are now, and have been for some time, erecting magnificent city and borough high schools. Let our country schools be graded, a State university established and liberally endowed, and our school system will be complete. Then, and not till then, will the State have discharged its whole duty. Our country schools will then be feeders to the township high school, the township high school to the borough and city high schools, and they in turn to the State university. But you tell me that the great majority of our youth will never go beyond the common district school. In this school they must get their education. How then are they to get a knowledge of the branches above named which you deem so essential to all? 1. I would require every teacher to have a thorough knowledge of all these branches, and to pass an examination in the same. 2. I would require them to teach these branches in the common schools by a series of oral lessons. In this way a fair knowledge of these branches might be obtained by the scholars of our public schools, equally as good, if not a better knowledge than of the common branches. An oral lesson in some of these branches when the pupils have become weary with hard study, or a lesson in vocal music from the blackboard, would stimulate the pupils, quicken their perceptive faculties, and render them capable of accomplishing even more in their regular studies.

There is no reason why a boy should spend six or eight of the best years of his life in going over and over the same rules in arithmetic or grammar. I believe if other branches were introduced and taught in the manner indicated above, it would give such life to school-room work that a knowledge of the common branches would be gained in less time than it now is, while at the same time a fair knowledge of the other branches might be obtained. A teacher of long experience, now teaching in this county, who has been giving instruction in botany and physiology the past term, by means of oral lessons, told me she never introduced anything into her school that created so much interest and enthusiasm. Said she, "My scholars are getting a great deal of practical knowledge, and they are doing better in their regular studies than they ever did before."

Thus, it seems to me, with well qualified teachers, a knowledge of the elements of all the branches I have named, and even more, might be acquired by the pupils in our public schools, with no prejudice to the common branches now required by law. A few words now in reference to grammar. I am inclined to think that as now studied grammar should be discarded from the curriculum of common school studies. In place of the text-books now used, I would introduce a primary work that would teach children how to talk properly, a little work that would give a few rules in reference to the use of language, with the more common mistakes corrected, and leave grammar proper until a later period in life. I am strongly convinced that the time spent in the study of grammar, with the text books now used, is almost wholly lost. Let the teachers be careful to correct all mistakes, and to use correct language before the pupils, and with such a work as indicated above for a text book, I am confident the pupils of our common schools would acquire a better use of language than they now do, and would have more time to give to the study of other branches. With these few thoughts, hastily thrown together, I leave the subject in the hands of the convention

The limits assigned to this report preclude any further elaboration of the items herein described.

"BE A WOMAN"—A SCRAP OF LITERARY HISTORY.

After a poem has been going the rounds of the newspapers for a dozen years or more, and has gained admission into the hearts as well as the scrap-books of the people, it may undoubtedly lay claim to popularity, whatever may be its merits or demerits as a work of art. Present popularity is not, it must be admitted, a sure test of merit: the most popular things are not always the best, nor are the best things always the most popular. It is only permanent popularity, like that of Gray's Elegy, or Wolfe's burial of Sir John Moore, that settles the question. And yet if a person has valuable thoughts to express, even temporary popularity is desirable; for it is the Archimedean fulcrum that moves the world. It is a grand thing to strike the keys of the popular heart and call forth its mighty harmonies.

If we glance through our collections of popular literature, we shall be surprised to find how many literary gems, any one of which would serve as an author's passport to immortality, are ascribed to that mysterious nonentity "Anonymous." A thousand argus-eyed critics have sometimes tried in vain to discover the parentage of one of these orphan children of the mind. In other cases, we are able to stamp the author's name upon his wandering offspring. This is what I propose to do in the case of a little poem, entitled "Be a Woman"—one that has been printed in hundreds of periodicals, and been read by hundreds of thousands of people. It has even crossed the ocean, and found a lodgment in the hearts of the mothers and daughters of England—an evidence of which fact I now have before me in a bound volume of a little London magazine entitled "Chatterbox."

This poem was written in 1857, for the *Normal Review*, a little paper sustained by the Normal Literary Society, of the State Normal School at Millersville, and was printed anonymously in the Lancaster *Weekly Express*. It was in answer to a poem of much merit, entitled "Be a Man," by Miss E. McV. Budd, now Mrs. John G. Moore, of Philadelphia. Its beauty was at once appreciated, and it has ever since been floating hither and thither on the tide of popular favor. Among the literary men who recognised its merits may be mentioned the poet editors, N. P. Willis and George P. Morris, who published it with favorable comments in their paper, the *Home Journal*. During my editorial experience I frequently met with it in my exchanges; and subsequently, when attending an entertainment given by one of the female grammar schools in Baltimore, I heard it read and earnestly commended to the attention of the young ladies by a gentleman of wide and liberal culture.

It seems to me that this fugitive production has by this time demonstrated its right to exist. The author probably dashed it off without much thought, in some happy moment of poetic inspiration, not dreaming that it would ever be known beyond the occasion that gave it birth; but he struck the key-note of popularity, and produced a poem that has exercised and will continue to exercise a powerful influence for good, and that has doubtless inspired thousands of daughters with a higher and

purer ideal of womanhood than that represented by the typical "young lady of the period." I have therefore concluded to offer it for republication to the journal that first gave it to the world, with the name (and it is by no means an obscure one) of the author prefixed. Many of the papers have sadly mutilated it, omitting the last stanza—one of the best—entirely. The following copy has been compared with the author's manuscript, and is correct in every particular. J. W. W.

Millersville, May, 1871.

BE A WOMAN.

BY PROF. EDWARD BROOKS.

Oft I've heard a gentle mother,
As the twilight hours began,
Pleading with a son, of duty,
Urging him to be a man;
But unto her blue-eyed daughter,
Though with love's words quite as ready,
Points she out this other duty,—
"Strive, my dear, to be a lady."

What's a lady? Is it something
Made of hoops, and silks, and airs,
Used to decorate the parlor,
Like the fancy mats and chairs?
Is it one that wastes on novels
Every feeling that is human?
If 'tis this to be a *lady*,
'Tis not this to be a *woman*.

Mother, then, unto your daughter
Speak of something higher far
Than to be mere fashion's lady—
Woman is the brightest star.
If you in your strong affection
Urge your son to be a true man,
Urge your daughter no less strongly
To arise and be a woman.

Yes, a woman! brightest model
Of that high and perfect beauty,
Where the mind, and soul, and body,
Blend to work out life's great duty.
Be a woman! naught is higher
On the gilded list of fame;
On the catalogue of virtue
There's no brighter, holier name.

Be a woman! on to duty!
Raise the world from all that's low;
Place high in the social heaven
Virtue's fair and radiant bow;
Lend thy influence to each effort
That shall raise our nature human;
Be not fashion's gilded lady—
Be a brave, whole-souled, true woman.

—*Lancaster Express.*

EDITORIAL DEPARTMENT.

Pennsylvania School Journal.

LANCASTER, AUGUST, 1871.

J. P. WICKERSHAM, J. P. McCASKEY.

THE MEETING AT WILLIAMSPORT.

We publish below the detailed programme for the August meeting of the State Teachers' Association at Williamsport. It will be seen that the Executive Committee have secured the presentation of such educational matter as is of great and universal importance at this time. The subject matter to be presented will elicit not only valuable and interesting discussions, but will require an expression of opinion on the part of the Association more in keeping with its deliberative character. The time of the Association will be thoroughly occupied, and it is hoped that none will be wasted, where every moment is of such importance. The newspapers throughout the State have heretofore heartily responded to our request to call attention to the programme, and we hope they will again in a similar manner oblige the ASSOCIATION and the JOURNAL.

STATE TEACHERS' ASSOCIATON.

THE Eighteenth Annual Session of the Pennsylvania State Teachers' Association, will be held in the Academy of Music, in the city of Williamsport, on the 8th, 9th, and 10th days of August. The following programme of exercises will be as rigidly adhered to as circumstances will permit:

PROGRAMME:

TUESDAY, AUGUST 8TH.

9 A. M.—Meeting of Executive Committee in the Academy of Music.

10 A. M.—Organization and opening.

10:30 A. M.—Address of Welcome, by Rev. A. R. Horne, City Superintendent of Williamsport. Reponse by members of the Association.

Report of the Local Committee of Arrangements as to accommodations, etc.

Enrolment of members. Business.

AFTERNOON SESSION.

2 P. M.—Business, etc.

3 P. M.—Inaugural Address, by the President, Prof. A. N. Raub, of Lock Haven, Pa.

Resolutions of respect to the memory of

Dr. Thos. H. Burrowes and Wm. F. Wyers, by Hon. J. P. Wickersham. Addresses by members of the Association.

EVENING SESSION.

Essay.—Our Daily Bread. Miss Jennie Reighard, Williamsport, Pa.

Report.—Relation of Common Schools to Colleges. By Prof. Geo. R. Bliss, Lewisburg, Pa.

Address.—A Retrospect of the Pennsylvania School System. By Hon. H. C. Hickok, Philadelphia, Pa.

WEDNESDAY, AUGUST 9TH.

MORNING SESSION—9 o'clock.

Opening exercises.

Report.—German-English Education. By Prof. D. E. Schœdler, Broadheadsville, Pa.

Discussion of report.

Report.—By Prof. Chas. H. Verrill, Mansfield, Pa.

Report of Committee.—A Graded Course of Study applicable to Schools of all Classes. Col. G. F. McFarland, Chairman, Harrisburg.

Discussion of report.

AFTERNOON SESSION—2 o'clock.

Report of Committee. State Board of Examiners, and State Aid to Permanent Teachers. By A. O. Newpher, Chairman, Millersville, Pa.

Discussion of report.

Report.—The Next Step. By S. C. Shortledge, A. M., Kennett Square, Pa.

Discussion.—What are the Advantages and Disadvantages of the Law Restricting Changes in School Books? Opened by W. A. Lindsey, County Superintendent of Cumberland co., Pa.

EVENING SESSION.

Essay.—Foot-Prints. Miss Laura M. Parker, Pittsburgh, Pa.

Address.—American Education Progressive. By Gen. John Eaton, Commissioner of Education, Washington, D. C.

Statements.—The Present Condition of Educational Interests in the State. By Hon. J. P. Wickersham and others.

THURSDAY, AUGUST 10.

MORNING SESSION—9 O'CLOCK.

Opening Exercises.

Discussion.—Should Pupils be Compelled by Law to Attend School? Opened by George J. Luckey, City Superintendent, Pittsburgh, Pa.

Report.—Science in Education. By George Eastburn, A. M., Philadelphia, Pa.

Special Resolutions and Reports.

Deferred Discussions.

AFTERNOON SESSION—2 O'CLOCK.

Deferred and Miscellaneous Business.

Election of Officers.

Report of Executive Committee.

Reports of other Committees.

Installation of Officers.

The exercises will be interspersed with vocal music, by a quartette club of excellent vocalists, especially secured for the occasion.

Local committees have been appointed to meet persons on their arrival at the railroad depot at Williamsport and to direct and conduct them to such places as they may designate.

As will be seen by the above programme, no exercises are provided for a session on Thursday evening. This omission will be necessary to give those members of the Association wishing to go to Niagara Falls ample time to prepare for the excursion. The excursionists will leave Williamsport at such an hour as may be determined upon, but in season to arrive at the Falls at an early hour on the following morning. It is desired by the officers of the railroads to Niagara that all the members of the Association wishing to go shall, as soon as possible after their arrival at Williamsport, make known such fact to some person to be appointed to receive their applications, otherwise the accommodations provided by them may be inadequate. The excursion from Williamsport and return will not cost each person more than twelve dollars. The train will return to Williamsport in ample time to make the usual connections on Saturday morning.

The hotel and boarding-house accommodations of the city are sufficient to entertain at least a thousand persons, at prices ranging from one dollar and fifty cents to two dollars and eighty-five cents per day. None will be entertained free. Any wishing to make special arrangements will address Rev. A. R. Horne, Williamsport, Pa., chairman of the local committee of arrangements.

All railroad arrangements are attended to by Chas. H. Harding, Ticket agent, Nos. 29 and 31 South Front St., Philadelphia, Pa. A full statement in regard to these arrangements may be found in the July issue of the JOURNAL.

Will editors and others endeavor to procure the publication of the above programme in all newspapers throughout the State under their control, and favorable to the cause of education?

Let the teachers and friends of education of our great Commonwealth make this, the Eighteenth anniversary of the Association, one full of interest and profit to all.

A. O. NEWPHER,
Chairman Executive Committee,
Millersville, Pa.

NATIONAL MEETINGS.

THE National educational meetings at St. Louis, to be held, August, 22, 23 and 24, promise to bring together a large body of educators from all parts of the Union. All the hotels of St. Louis have agreed to reduce their rates to members in attendance. The following extract from a letter just received from Hon. J. L. Pickard, President of the National Association, will interest Pennsylvanians desiring to go to St. Louis. "The Pennsylvania Central R. R., sells, to those having an order from W. E. Crosby, Davenport, Iowa, excursion tickets to St. Louis and return, at about two cents per mile." We hope our State will be well represented.

HIGH SCHOOL COMMENCEMENTS.

OUR Public High Schools have now nearly all their annual commencements, the same as our colleges. Judging from several we have witnessed and a larger number of which we have seen accounts in the newspapers, we have come to the conclusion that they are becoming every year a more marked feature of our educational system. This is as it should be. A system of public schools, like everything else, should be judged by its fruits; and its ripest fruits are the products of its High Schools. Let these be modestly shown to the people that they may learn how wisely their money has been expended.

Observers seem to have been surprised at the great crowds everywhere attending these High School Commencements. This, however, is not really a matter for surprise. All classes of citizens have an interest in a public High School, the rich and the poor alike. It is supported by the people's money, is open to the people's children and is therefore near to the hearts of the people. When better understood, it will be nearer to them.

We are glad to notice that the graduates of some of our High Schools have formed Alumni Associations. This will have a good effect, both upon the members of such associations and upon the schools with which they may be connected.

And now come receptions for the graduating classes. The first of these of which we have heard, was that given by Wm. P. Brinton, Esq., President of the School Board of Lancaster, on Saturday evening, July 1st, to the graduating class of the High Schools of that city. The example set by this public-spirited gentleman will probably be followed elsewhere, and such receptions will become as much a feature of High School Commencements as they are now of College commencements.

This whole subject of Public High Schools has to us a deep interest. Without High Schools, we look upon our system of education as a body without a head, utterly incapable of normal growth. We would not only establish them in towns, but plant one or more in every school district of the Commonwealth, on the great principle that we cannot afford to allow the waste of any of the talent that God has caused to be born among us.

GRADED SCHOOLS IN THE COUNTRY.

AN acknowledged educational want of the times is provision under our common-school system for higher education. This provision is easily made in cities, towns, and thickly populated neighborhoods by grading the schools; but one of the most difficult questions that confronts the friends of free education is how to provide the facilities for imparting instruction in the higher branches in country districts. The same difficulty is met met with in other States; and as a sign of the times, but without desiring to express any opinion as to its propriety, we give below the text of an Act recently passed by the Legislature of Massachusetts:

AN ACT RELATING TO THE CONVEYING OF CHILDREN TO AND FROM PUBLIC SCHOOLS.

Be it enacted, &c., as follows:

SEC. 1. Any town in this commonwealth may raise by taxation or otherwise, and appropriate money to be expended by the school committee in their discretion, in providing for the conveyance of pupils to and from the public schools.

SEC. 2. This act shall take effect upon its passage.

The effect of the law in enabling the proper authorities to reduce the number of schools in a district and to make them more efficient by grading them, will be seen by the following extract taken from the report of the chairman of a school committee of a district in Worcester county.

This officer says: "We have been consolidating and grading since spring. Instead of eleven schools of the old six months' grade, we have now five primary and two grammar, and shall be able to keep at least eight months this year, with no addition to the appropriation, though we pay better wages and transport the children in two districts" (sub-districts with us) "at an expense of ten dollars per week."

That many years will not elapse before we have begun in a systematic way to establ sh graded schools in *our* country districts, seems to us very evident, and in this view this Massachusetts experiment has much more than a mere passing value. We shall watch it and report.

CHESTER COUNTY.

Superintendent Maris, of Chester county has held twelve Local Institutes since November last, each continuing in session one week. The last of the series was held at Coatesville and closed on Friday, the 16th of June. Probably, this series of Institutes were the most successful meetings of the kind ever held in any county in Pennsylvania. They are said to have been attended by seven hundred teachers, two hundred directors and ten thousand citizens. They have been instructed by some of the most distinguished educators and lecturers in the country. Among the instructors at the Coatesville Institute was Gen. John Eaton, United States Commissioner of Education. The following is the report of his address on "The Teacher's Preparation," as it appears in the Philadelphia *Press:*

The importance of this preparation to all the consequences of instruction and training no language can portray. The poet, it is said, "must be born, not made," but the teacher must be *both born and made.* Nature and art combining their best efforts, cannot do too much for him. What nature must do for the teacher was taken for granted, and the attention of those present was turned to that part of the teacher's preparation which must be acquired, and for which we are responsible. Every individual in the community had an interest in this preparation. Educate the teachers and you educate the generation and the nation. All improvements in school organization, school hours, and apparatus, and text-books, are vain without good teachers

This preparation of the teachers cannot be attained at once, and cease forever after, any more than the growth of the healthful and vigorous tree can be accomplished in a single season. It must be constant, and precede every act of teaching, or like the tree he will lose his vitality, and become rigid and powerless for good

In the lack of preparation, vices and injurious and offensive methods creep into the practices of teachers—such as a wrong use of motives, or too much whipping. Such teaching should not be suffered. Channing was quoted to the effect that to teach was the highest function on earth.

As it was said of the sculptor of old, that either he had ascended up into heaven and communed with Deity, or Deity had descended to earth and communed with him, so it need be with teachers, that they may touch the souls of their pupils with a divine, a more than Promethean fire.

The speaker then noticed somewhat analytically certain essential and central elements of the teacher's preparation, such as—

I. Self-study.

II. Self-mastery.

"Unless above himself he can erect
Himself, how mean a thing is man!"

The teacher, of all persons, should be self-poised, self-possessed. Washington's moral heroism was due to his self-subjection to what was right.

III. Sympathetic appreciation of human life in every condition. This includes a knowledge of human nature, and a power to put a current value upon it. It is the teacher's philosopher's stone. Here we find the secret of the success of Pestalozzi and Frœbel. It is vain to seek in children more than the child, to require children to sit like their grandsires cut in alabaster.

IV. A practical thoroughness, inspired by an enthusiastic love of truth.

Scholarship is good; teachers must have it. They should be familiar with their text books, but superior to them, availing themselves of all professional aids.

But teachers must be more than scholars; more than experts in the theory of teaching; they must be able to make thorough scholars of all dispositions and capacities, and so teach that their pupils can be thorough and successful in practice, as well as in scholarship. This will exclude foolish oddities and conceits.

V. A cheerful temper, grounded in a conscientious devotion to duty. A teacher possessed of this element of preparation will not be like the fabled fawn, "One day all lilies without and roses within, and the next day all sour within and venom and thorns without."

Thus prepared, the teacher will preserve the sunshine in his school room in spite of storms and clouds.

Examples were given of the wear upon the sensibilities and health of the teachers, and of the need of relief and relaxation, enjoying communion with nature and with the great and good in literature.

A FREE COLLEGE.

THE authorities of Franklin and Marshall College proposed some time since to give free tuition to all young men of Lancaster city and township, prepared to enter, on the condition of receiving a subscription of $15,000. A meeting to consider this proposition was held in the Court House, on Friday evening, May 19th. Being invited to attend that meeting and unable to do so, the Senior Editor of this JOURNAL published the following communication in the Lancaster *Express.* It is republished here in the hope that it may be useful elsewhere:

A FREE COLLEGE—YES? OR NO?

I was unable to attend the meeting of citizens held at the Court House on last Friday evening for the purpose of taking measures to make Franklin and Marshall College free to all young men of Lancaster city and county, and I now take the liberty of making known through your columns some of the reasons why I favor the movement.

By making Franklin and Marshall College free as proposed, an opportunity will be given to every Lancaster county boy to obtain the advantages of a higher education. God is no respecter of persons in His distribution of the gift of talent, and intellect of a high order is born quite as often in the cabins of the poor as in the castles of the rich. That is the noblest kind of political economy which teaches how to search out, develop and direct all the mental forces of States and communities. It is vitally

perilous to suffer these to rust out in inactivity or to grow rank in riot. To prevent the waste of talent, to give the poor a chance, let Franklin and Marshall College be made free

Our common-school system is a body without a head. Lancaster boys and girls can obtain free instruction in primary, grammar and high schools, but at that point, under our present system, all progress must cease. At the end of his high-school course, the ambitious poor boy meets a closed door which can be unlocked only with a golden key, which he has no means of obtaining. He has been told of the rich treasures within, but he finds they are not for him. Less gifted classmates enter and come and go at will, while he, though conscious of his claims, sinks back and is soon lost in the purposeless throng of struggling humanity. O that the power were mine to open that door to every poor boy and poor girl, not only in Lancaster, but in the whole nation!

The most pressing educational demand of the times is that for higher education. "A little education is a dangerous thing." We must give the youth of the country facilities for drinking deeper at the fountain of knowledge. This is what the wisest friends of common schools always contemplated; this, too, the State requires by a plain provision of its Constitution; and to its neglect discerning men readily trace much of the conceit, pretension and want of self-respect, which too often characterize our American society.

With Franklin and Marshall College open to all, without money and without price, the number of its students would be greatly increased. Families would flock to Lancaster city to enjoy its educational facilities. Our common schools would annually send up their best and brightest scholars to fill its halls. It would become organically connected with our system of education, and, consequently, nearer to our homes and hearts. We have not now much of interest to point out to strangers visiting our quiet old city, not much in the way of fine scenery, not much in the way of grand public buildings or beautiful private residences, but we would then have to be proud of, what there is not in all the State beside, a system of schools, common, high and collegiate, every one of whose doors needs only to be knocked at to be opened.

A free College? *Yes.* The $15,000 required should be raised in an hour. J. P. WICKERSHAM.

ATTENDANCE AT SCHOOL.

THERE is some valuable truth in the following communication signed by the teachers of the graded school at Coudersport, Potter county. We clip it from the *Potter County Journal:*

How to secure regularity of attendence in our public schools is a question that is attracting the earnest attention of our educational men, and its necessity to a successful school is becoming every day more apparent. We think the solution of this question is a hearty co-operation on the part of the people and boards of directors with the teachers As a proof of this we cite the success of our graded school in this respect during the past year. The number of pupils admitted during the year were 193, and the average per cent. of attendance per month during the entire year of eight months is upwards of 94. With a few unimportant exceptions, the people have helped us to secure these results. But more especially are we indebted to the intelligent and appreciative board of directors, which have always supported our measures of discipline by adopting and assisting us to enforce such regulations as were deemed necessary. The harmony which has prevailed, and the promptness with which we were always paid for our services, will ever be gratefully remembered.

B. B. SLADE,
NETTIE GRIDLEY,
SARAH G. WEIMER.

THE VALUE OF EDUCATION.

M. HALL STANTON, Esq., President of the Board of Control of the city of Philadelphia, in his recent report speaks as follows concerning the value of education to communities. His wise words should be pondered everywhere:

The education of the young is a subject, the importance of which has been so long tacitly acquiesced in, and so often ably argued, that a complete statement of its claims upon the consideration of the citizen is neither expected nor desired in this place. It is, nevertheless, true that too many, who should understand and estimate it at its real value are so absorbed in the pursuits of wealth and the development of material prosperity, that they not only fail to appreciate the Public School System, but regard the taxes levied for its support as onerous and excessive.

Strangely enough, they forget that education is the essential preliminary to the material progress to which they devote themselves, and in which they so rejoice. The industrial activity of the day, with the material wealth in which it results, is of comparatively recent growth. It is due to the quickened energies of the inventive intellect, which are due in their turn, to the increased and increasing intelligence of labor.

Need it be added that the intelligence of labor is due entirely to the diffusion of education among the masses, which is peculiarly and pre-eminently the boast of modern times?

The wealth, therefore, that groans under the burden of the school tax and would seek its diminution, or, at least, evade its legitimate increase, owes its existence to the education which it contemns.

Costly though it be, we thus see that education secures a direct pecuniary return that infinitely overbalances the original outlay.

It is important that this argument, although it is doubtless the lower and utilitarian view of the question, should be urged persistently and forcibly upon the tax-payer. Important as economy doubtless is in the administration of public affairs, there is no department where there is more danger of it being misapplied than in this. There are many things in which cheapness may constitute a recommendation; but teaching, which is, in truth, incapable of valuation by the rude and imperfect standards of the market, may be obtained at a cost so reduced as to deprive it of all its worth, and render it a source of injury rather than of benefit. Let it be hoped then, that henceforward the low cost of our school system shall no longer be its vaunt, but let our aim rather be to *increase* its efficiency, its thoroughness, its comprehensiveness, in the confidence that, however much it may cost, the community will not only be better, more intelligent, and happier, but in the end actually *richer*, through its agency.

Another view, in close connection with the foregoing, is that the continued prosperity of a community depends not only on the multiplication of its resources, but also upon the intelligence and skill with which those resources are managed and distributed. Of a surety education, and education universally and freely diffused, is essential

to secure this intelligence and skill. Especially is this so in a country which, like our own, assumes to be self-governing.

Educate the masses, and you reduce the number of the poor by teaching labor how to make itself rich. Educate the masses, and you teach the poor that capital is their best friend, without which their estate would be tenfold more wretched

Government, too, is a science, which only intelligence can master. Good government is the only security for property; and what hope of good government can there be with us without the widest diffusion of education among those masses, who at last shape and control the administration of its every department?

Life Among the Schools.

Laying the Corner Stone—Cumberland Valley State Normal School.—The ceremony of laying the corner-stone of the new Normal School to be located at Shippensburg, Cumberland county, took place on Wednesday, the 31st of May, in the presence of an immense concourse of people.

The procession was formed at one o'clock, P. M., under the management of Col. J. C. Altick, Chief Marshal, and Capt. J. V. Gish and Maj. M. G. Hale, Assistant Marshals. It consisted of the different orders and organizations as follows:

Cumberland Guards.
Knights of Pythias, (five lodges.)
Red Men.
Good Templars.
Odd Fellows, (several lodges.)
Free Masons (five or six lodges.)
Board of Trustees.
Grand Lodge of Penn'a, A. Y. M.

Some eight or ten bands of music were distributed throughout the procession.

The corner-stone was laid under the direction of the officers of Grand Lodge of Pennsylvania, A. Y. M., the Right Worshipful Grand Master, R. A. Lamberton, presiding.

Addresses were delivered by G. M. Lamberton, State Superintendent Wickersham, Gen. W. M'Candless and others. In concluding a report of the proceedings, the *Valley Sentinel*, of Shippensburg, says: "We have but to add that Wednesday was a day long to be remembered by our people—a day never to be forgotten." And our own prayer is that the work so auspiciously begun shall be quickly and wisely carried forward to completion.

The Schools of Norristown.—The following facts will show that Norristown occupies a creditable position in school affairs:

There are at present five separate school buildings in Norristown, all of which are well adapted to their respective grades. Twenty-nine teachers are employed. The schools are considered to be well graded, from the alphabet to the higher branches; in fact, in all the branches a knowledge of which constitutes a good education. Pupils are taken, step by step, from one grade to that of another, so that a child passing through these schools cannot fail to be well drilled. In the high school are taught chemistry, algebra, geometry, surveying, natural philosophy and geology, as well as the common branches. Languages, taught by a professional linguist, are German, French, Latin and Greek. Music by a professional musician; also, drawing. There has been quite an interest manifested by the Board of Directors during the past few years, and they have greatly aided the teachers in a way which is telling in the progress made in the schools. That there is still room for improvement is well known. The male pupils of the high school, by giving public entertainments, and aided by the board, purchased a fine piano for the use of the school; the female pupils, in the same manner, a very fine cabinet organ. This was done one year ago.

Philadelphia Institute.—A meeting of the Teacher's Institute of Philadelphia was held on Friday, May 19th, commencing at 4½ P. M.

While members were collecting, Professor Houston made some remarks on the subject of sound, and made some experiments on the conduction of sound by rods, and developing the conducted sound by vibrating surfaces, giving some audible illustrations of Wheatstone's experiments called the telephonic concert.

Owing to the late hour of the afternoon for commencing the meeting, the attendance was small. The subject of most importance that was brought before the institute was the new civil code—the "Revised Statutes"—as far as relates to schools. Edward Shippen, Esq., lately president of the Board of School Controllers, addressed the institute on the subject, and showed how many changes, and what radical ones, would be made in Philadelphia by the passage of a law which did not as heretofore, except the First school district.

W. Henry Parker stated that the different sections alluded to were already in force throughout the State, except in Philadelphia, or were but slightly modified; and that he had formerly said, when the city councils neglected the school appropriations, or would not grant what was needed, that it would be well to extend the State laws on school matters over

the city, by an act of two or three lines; and that the change would be so great as to set every one concerned to having a fair and just law passed, so that the schools should no longer suffer. On his motion, a committee of three was appointed to report upon the proposed school law at a future meeting of the institute. Committee: W. Henry Parker, E. Shippen, E. A. Singer.

A WRITER in the *Johnstown Democrat*, after giving the percentage of attendance at the schools of Millville during the past term and naming a number of pupils who received the highest "credits," adds the following:

"The progress of 'the little folks' under the care of Miss Maggie L. Davis, astonishes not only their parents but all who hear them recite and witness the skill and accuracy they have acquired in writing. The progress of Miss Quinn's pupils is also marked and highly creditable, which may be truly said of all the schools in the borough. The teachers of Millville are working hard and their work, through a hearty co-operation of parents and an intelligent energetic board of directors, is telling to good effect. There is scarcely any district in the county that can record a better attendance or more genuine progress than Millville for the past five months."

BUCKS COUNTY held a convention of school directors on Friday, June 9th. The convention assembled in response to a call issued by Hugh B. Eastburn, Esq., County Superintendent. The *Intelligencer* says of it:

"The object was to consider certain matters relating to our common schools set forth in the call, with a view to secure more general co operation in the promotion of measures deemed important to advance the cause of popular education in the county. Quite a number of the directors throughout the county responded to the call of the County Superintendent. A large portion of the districts in the middle and lower sections of the county were represented. The attendance was not so full from the upper townships, although several members of the school boards in that part of the county were present. In point of numbers the convention was all that was expected, and those assembled embraced in a large degree the more intelligent and progressive school officers of the county. It was altogether a very successful and encouraging meeting. The number present was larger than was expected. The proceedings were harmonious and conducted in a very business-like manner. The speakers were brief and to the point, and the advantages to the cause of education in the county cannot be otherwise than beneficial."

THE FIRST school session of the West Chester State Normal School will commence in September next, with a full corps of instructors.

A NEW school house has just been completed in Port Carbon, Schuylkill county, that is highly spoken of. It is surmounted with a tower, containing a bell weighing 1,018 pounds and a clock costing $700.

THE YORK High School, under the efficient management of Prof. Shelley, is a decided success. Its pupils the past term, numbered about 60, and we can ourself bear testimony that they passed a creditable examination.

EASTON BOROUGH, on Friday, the 30th of June, laid the corner-stone of a new school house which is expected to cost $60,000 or $70,000. The public school children, some two thousand in number, marched through the streets to the site of the place where the ceremonies took place. The Board of Directors, the President and Professors of Lafayette College, the several clergymen of the town and leading citizens occupied seats on the platform, and the population of the town turned out *en masse*. Mr. Stewart, President of the Board of Directors, presided, and made some introductory remarks; Dr. Cattell, President of the College, opened the ceremonies with prayer, the State Superintendent laid the corner-stone and delivered an address, and Superintendent Cottingham read the list of articles deposited in the corner-stone. The whole people of Easton seemed much interested in the ceremonies, and they are generally wide-awake in school affairs.

The High School commencement took place in the evening of the same day. It was largely attended. The graduating class numbered eleven, four young gentlemen and seven young ladies.

PERSONAL.

PROF. COFFIN, of Lafayette College, received from the students at the recent commencement, a purse of $1000. The Professor has taught in the college for twenty-five years, and has richly earned this handsome present.

HON. W. D. HENKLE, State Commissioner of Education in Ohio, declines being a candidate for re-election on account of the inadequacy of the salary. The salary paid is $2,000 per annum. Several of the City Superintendents of Schools in Ohio receive $4,000 per annum.

PROF. T. R. VICKROY has resigned the presidency of Lebanon Valley College, and his place has been supplied by the election of Prof. L. H. Hammond, A. M.

J. P. WICKERSHAM was elected a member of the Board of Trustees of Franklin and Marshall College at their recent meeting.

D. H. Hastings, principal of the public schools of Bellefonte, is highly complimented in the papers of that town as an efficient teacher.

Prof. John S. Ermentrout has resigned the principalship of the Kutztown State Normal School. Prof. J. S. Stahr, of Franklin and Marshall College, elected in his place, has declined to accept the position.

Mr. J. Wharton Bradley, who has been Principal of the male sub grammar school, of Pottsville, for the last four years, and has filled the position in a very acceptable manner, has resigned for the purpose of devoting his time to the ministry of the Gospel. Upon accepting his resignation, the board of directors passed resolutions very complimentary to Mr. Bradley, both as a teacher and as a man. Mr. Bradley's place has been filled by the election of Mr. John W. Armes, for many years a teacher in Pottstown.

A few friends of education in Connecticut have presented Secretary B. G Northrop a purse of $1,200, and the State Board of Education have bid him go and inspect the schools of Europe, without loss of salary. He sails with his daughter on the 15th of July. We wish some of our rich friends, who have more money than they can spend, would invest a little in a European tour, and let us enjoy it.—*National Teacher.*

We heartily second brother White's "wish," but hope this kind of liberality will not be confined to Connecticut and Ohio.

S. H. White, for several years editor of the *Illinois Teacher*, has closed his connection with that periodical. His reasons are: "A proper regard for health and a satisfactory discharge of other duties." The *Illinois Teacher*, under the editorial management of Mr. White, was one of the very best of our educational journals. We sincerely regret the step he has considered it necessary to take. His successor is E. W. Coy, Esq. principal of Peoria High school.

Official Department.

Department of Common Schools,
Harrisburg, August, 1871.

PERMANENT CERTIFICATES GRANTED.

No.	NAMES.	RESIDENCE.
764	Rachael B. Fowler..	Pittsburgh, Alleghany county.
765	Geo. W. Rumbarger	Fillmore, Centre "
766	Noah M. Frank.....	Rebersburg, Centre "
767	Mary A. Smith.....	Haysville, Centre "
768	Emma C. Walton...	Ercildoun, Chester "
769	Margaretta P. Morris	Lionville, " "
770	Josephine Bell.....	Phœnixville, " "
771	J B Nuss.....	Mainville, Columbia "
772	Mollie E. McCoy...	Milesburg, Centre "
773	Helen R. Marshall..	West Chester, Chester "
774	D. E. Robison.....	Port Royal, Juniata "
775	George E. Hench...	" " " "
776	George F. Baker.....	Steelesville, Chester "
777	John J. Snodgrass...	Alleghany City, Alleghany "
778	Mary D. Bunting...	Mauch Chunk, Carbon "
779	Martin J. Loverin...	Hyde Park, Luzerne "
780	Marian Mears.....	" " " "
781	Emma Bowen.....	" " " "
782	Hattie F. Stevens...	" " " "
783	Gilbert L. Everhart.	New Brighton, Beaver "
784	William Miller.....	Harshaville, " "

BLANKS NOT FORWARDED.

We have received a large number of letters from the directors of certain counties, asking for blank forms of reports, &c. They say the county superintendents, whose duty it is, neglected to furnish them even when applied for by mail. This is a serious complaint, and, if repeated and discovered to be well founded, the names of the counties will be given and the negligent officers will be properly reminded of their duty.

SCHOOL STATISTICS OF POTTSVILLE.

The following table, showing the school statistics of Pottsville, was very carefully prepared from the census papers by Superintendent Patterson, of that borough.

The most striking facts exhibited by the table are—

1. That of 4,427 children in the borough between the ages of 6 and 21, 2,214, or exactly one more than one-half, are out of school.

2. That of 2,080 children between the ages of 7 and 13, 401, or nearly one-fifth, are out of school.

3. That 336 males and 530 females above the age of 12 years, out of a population of 12,381, cannot read and write.

These facts point out, in the most forcible manner, a new field for educational effort. They show that multitudes of children in this flourishing town, in the midst of school houses and churches, are growing up in ignorance,

and that many persons are attempting to discharge the duties of citizens who know little about them. Cannot the intelligent and energetic board of directors find some remedy for these evils? Is there no way of bringing these neglected children voluntarily into the schools? No way of imparting some instruction to these ignorant adults? Has any strong, patient, well directed effort been made in this direction? Let Pottsville lead the reform in this good work, and other cities, towns and townships, suffering in the same way, must soon follow. Our children *must* be brought to school.

TABLE.

Age.	Total M. & F.	Males in School.	Males out of School.	Females in School.	Females out of School.	Total No. in.	Total No. out.	Total per cent. out	Per cent. of Males out.	Per cent. of Females out.	Age 7 to 13 in	7 to 13 out.
6	143	58	85	64	90	122	175	.59	.59	.59		
7	151	110	41	109	26	219	67	.27	.27	.27	219	67
8	162	134	28	140	31	274	59	.17	.17	.17	274	59
9	141	116	25	113	33	229	58	.20	.18	.23	229	58
10	158	127	31	155	22	282	53	.16	.19	.12	282	53
11	144	121	23	101	23	222	46	.17	.16	.19	222	46
12	144	118	26	137	25	255	51	.17	.18	.15	255	51
13	131	93	38	105	29	198	67	.25	.29	.22	198	67
14	147	95	52	103	58	198	110	.36	.35	.36		
15	109	46	63	58	91	104	154	.60	.58	.61	1679	401
16	129	46	83	31	148	77	231	.75	.64	.82		
17 to 21	506	11	495	22	648	33	1143	.97	.98	.97		Av. out. .19
	2065	1075	990	1138	1224	2213	2214	Av. .50	Av. .48	Av. .52		
No. of Males...												
No. of Females.												
Total M. & F.												
Males in School.												
Males out of School.												
Females in School.												
Females out of School.												
Total No. in.												
Total No. out.												
Total per cent. out												
Per cent. of Males out.												
Per cent. of Females out.												
Age 7 to 13 in												
7 to 13 out.												

In Pottsville there are 336 males and 550 females who cannot read and write. Those who are out, 401 in number, between the ages of 7 and 13, may reasonably be taken as the proportion that are growing up without any education.

ACTS RELATING TO SCHOOLS.

We give below the Acts relating to schools, of general interest, passed at the late session of the General Assembly. There is no room for comment upon them in this number of the JOURNAL.

AN ACT

To empower the Court of Common Pleas of this Commonwealth to authorize School Directors to borrow money.

SECTION 1. *Be it enacted, &c*, That the several Courts of Common Pleas of this Commonwealth shall have power to authorize the school directors of any school district within their respective jurisdictions to borrow money for the purpose of erecting school houses, to an amount not exceeding five per centum upon the last preceding adjusted triennial valuation of the property of said school district, and the said Court may decree that such moneys shall be raised by bonds, mortgages or other security, at any rate not exceeding eight per centum, free from all taxation, and reimbursable at any period not exceeding twenty years from the date of such decree. *Provided*, That before exercising jurisdiction of the petition of the board of school directors or a majority thereof for such decree, the said board shall produce to the Court the consent in writing of a majority in number of the qualified electors of such district. *And provided further*, That no such decree shall be made until notice by advertisements in two papers of said county (if so many shall be therein published) shall have been given by the said board of Directors, during at least four weeks, of their intention to make application for such decree.

A SUPPLEMENT

To an Act approved April ninth, one thousand eight hundred and sixty-seven, entitled "A further supplement to an act for the regulation and continuance of a system of education by common schools"

SECTION 1. *Be it enacted, &c.*, That the provisions of an act approved April ninth, one thousand eight hundred and sixty-seven, so far as they relate to city or borough superintendents, be and they are hereby extended to cities and boroughs with a population of over seven thousand inhabitants, provided this act shall not apply to the city of Philadelphia.

AN ACT

To Prevent Frequent Changes in School Books

SECTION 1. *Be it enacted, &c.:* That hereafter the board of directors of any district, the controllers in cities and boroughs or any school superintendent, shall not order or direct, or make any change in the school books or series of text-books used in any school under his or their superintendence, direction or control more than once in every period of three years, and any laws or parts of laws inconsistent herewith be and the same are hereby repealed.

SECTION 2. Any school director, controller or superintendent who shall violate the provisions of this act shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be sentenced by the court to pay a fine not exceeding two hundred dollars, and that he be deprived of his office.

AN ACT

To aid the Cumberland Valley State Normal School.

SECTION 1. *Be it enacted, &c.*, That whenever the trustees of the Cumberland Valley State Normal School, located at Shippensburg, Cumberland county, incorporated by the Court of Common Pleas of the said county, on the eighteenth day of April, Anno Domini one thousand eight hundred and seventy, shall obtain from the Superintendent of Common Schools an approval of the location of said school with reference to its becoming a State Normal School for the Seventh Normal School District, and, also, of the plans of the buildings now in course of erec-

tion, he shall issue annually, during the three years next succeeding the approval of this act, a warrant for five thousand dollars upon the State Treasurer for money not otherwise appropriated in favor of the trustees of the said school: *Provided*, That the President of the Board of Trustees, at the time of applying for the issue of the first warrant, shall certify to the Superintendent of Common Schools, under oath or affirmation, that the said school has a *bona fide* subscription fund for the erection of its buildings, of at least thirty thousand dollars, and that there is expended in the erection of their buildings at least ten thousand dollars; and, at the application for the second warrant, that there is expended an additional sum of at least fifteen thousand dollars since the preceding warrant was issued, and at the application for the third warrant, that there is expended an additional like sum: *And provided further*, That it shall be lawful for the Superintendent of Common Schools to issue the said warrants whenever the amounts herein specified shall have been expended in the erection of the said buildings, although the time hereinbefore specified shall not have elapsed.

SECTION 2. That the said Cumberland Valley State Normal School shall have none of the privileges of the act establishing normal schools, approved the twentieth day of May, one thousand eight hundred and fifty-seven, until it is duly recognized as a State Normal School, and that the State Superintendent shall be invested with such authority over said school as he now exercises over the recognized normal schools of the State.

SECTION 3. That the said Cumberland Valley State Normal School shall not be diverted from its design of training teachers for the common schools for the Commonwealth, without refunding to the State such moneys as it may receive under this act, and that prior to its acceptance as a State Normal School no conveyance of the property of said school to any party or parties shall be valid, unless said conveyance shall receive the signature of the Superintendent of Common Schools.

AN ACT

To aid the Indiana Normal School of Pennsylvania.

SECTION 1. *Be it enacted, &c.*, That whenever the Trustees of the Indiana Normal School of Pennsylvania, located at Indiana, Pennsylvania, incorporated by an act approved March —, A. D. 1871, shall obtain from the Superintendent of Common Schools an approval of the location of said school with regard to its becoming a State Normal School for the ninth normal school district, and also of the plans of the buildings, such Superintendent shall issue, annually, during the three years next succeeding the approval of this act, a warrant for five thousand dollars upon the State treasurer for money not otherwise appropriated in favor of the trustees of said school. Before, however, the board of trustees apply for the issue of the first warrant they shall certify to the Superintendent of Common Schools, under oath or affirmation, that the said school has a *bona fide* subscription fund for the erection of its buildings of at least twenty-five thousand dollars, and that there is expended in the erection of their buildings at least ten thousand dollars, and at the application for the second warrant, that there is expended an additional sum of fifteen thousand dollars since the preceding warrant was issued, and at the application for the third warrant that there is expended an additional sum of five thousand dollars, and at the application for the fourth warrant that there is expended an additional sum of five thousand dollars.

SEC. 2. That the said normal school shall have none of the privileges of the act establishing normal schools, approved May 20, A. D. 1857, until it is duly recognized as a State Normal School, and that the State Superintendent shall be invested with such authority over said school as he now exercises over the recognized normal schools of the State.

SEC. 3. That the said normal school shall not be diverted from its design of training teachers for the common schools for the Commonwealth, without refunding to the State such moneys as it may receive under this act.

MODE OF FIXING TEACHERS' SALARIES.

LETTER FROM SUPERINTENDENT ALLEN.

We take pleasure in giving place to the following letter, though without clearly understanding the plan proposed:

PROMPTON, PA, June 10, 1871.

MR. EDITOR: Having been requested by our directors to furnish a plan for regulating the teachers' salaries according to the grade of their certificates, I beg permission to submit through the JOURNAL the following plan:

Let the examination in every branch be divided into five sections of five questions each. Let the questions of each section be associated with the following numbers: 1. Question with 8; 2, with 12; 3, with 15; 4, with 18; and 5, with 20. Let the applicant select and answer only one question from each section, and when his work is found to be correct receive the number associated with his question. The sum of the marks thus received will express what per cent. of all the questions in each branch was answered, since 100 will be the highest number of marks that can be obtained in any one branch. Get the percentage of the certificate by dividing the sum of the marks obtained in each branch by the number of branches.

Rule.—Grade the salaries by decreasing the maximum salary by the product obtained, by multiplying the difference between the maximum percentage and the percentage of the certificate by 5 cts. If our cotemporaries have a more practical plan for getting the percentage, or fixing the salaries, we shall be pleased to hear from them.

If the State Department favor regulating the salaries by the percentage, would it not be well to print the word "percent." on the certificates? D. G. ALLEN.

ITEMS FROM LATE REPORTS.

ARMSTRONG.—Eighty-four students are attending the county normal institute.

BEAVER.—The directors of Beaver Falls borough are erecting a union school building at a cost of thirty thousand ($30,000) dollars. The following districts are also erecting substantial houses: Raccoon, two; Moon, two; Frankfort Springs, one; Island Run (Ind.), one; New Galilee, one. All of these will be ready for occupancy during the coming fall.

BUCKS —All the schools of Buckingham have been supplied, by the school board, with Webster's Unabridged Dictionary.

CAMERON.—At least one thousand persons attended the late educational meetings held in the county.

CENTRE.—There are no public schools in session now, except those of Bellefonte, which is the only district in the county that has a ten months' term. About seventy-five subscription schools are open in various parts of the

county. Some of these are taught by well qualified teachers, while some, doubtless, are almost worthless. Directors are beginning to exercise more caution in granting the use of school houses for this purpose, and now there are but few "paying" localities without good subscription schools during the summer. Probably if those interested would consider the matter, they would find that such schools cost as much as the public school would for a like term.

CHESTER.—The trustees of the Normal School were elected the first of the month. They have power to organize the school by appointing a principal and faculty. Judging from the character of the men on the board of trustees, no effort will be spared to make the school worthy of the name and the place. The experiment is now being made of combining several townships into one district, and holding an examination and an institute in a central place. Thus far the success is very gratifying. These institutes are very well attended, and have all the life of ordinary meetings of the kind. The directors of Charlestown are erecting a fine two-story house for a graded school.

CLARION.—The directors of East Brady borough are erecting a new school building. Beaver district has increased the school term to six months. One-half the teachers who taught during the past winter are now attending school.

CLEARFIELD.—Fifty-one teachers are attending the normal institute at Curwensville.

CRAWFORD.—The fine new brick school building in Titusville is completed and now in use. It is an ornament to the city and a credit to the directors and their building committee.

DELAWARE.—During the past year the Superintendent visited all the schools in the county twice, except two.

LAWRENCE.—There are fewer summer schools this year than usual. Directors and people are finding out that a summer term of three months, divided by a vacation for harvest, is not profitable. Last year about one half of the districts had summer terms; this year we have three new townships added to the number having but one lengthened term. We want good teachers, and the same teacher during the entire school year. Change of teachers twice a year has a bad effect in the school Better have a shorter term taught by th teacher, than to have two terms taught by different ers, even if the term be a month or two long Wilmington district two new school houses ha built, one in the village of New Wilmington for a school with four good school-rooms. This dist now a full supply of good, substantial school-house

LYCOMING.—The first monthly exercises of tl coming County Normal School, were held in the Church at Montoursville on Friday evening, May Six orations were delivered, five essays and two read by the advanced division. The second divisi claimed and read essays in public in the afternoon same day.

MONTOUR.—The public schools of Danville with a pic-nic which was attended by nearly all pils, all the teachers and directors, and a large of the patrons. It proved to be a pleasant affair.

NORTHAMPTON.—Excepting the six districts whe school term is ten months, the schools have all clo the present term. A number of good houses erected this summer. The fine edifice in Bethleh be ready by the first of September. South Betl has increased the school term to ten months. The of term will be increased in quite a number of d

SCRANTON —A new school house containing rooms has been completed. Another school hou be built during the summer.

SOMERSET.—The select schools at Somerset and are doing a good work.

WARREN —The union school of Sugar Grove h furnished lately with an organ, bought with the p of an exhibition given by the school. The direc Youngsville borough are building a very fine union house, at a cost of about $10,000.

WASHINGTON.—Venice school term closed w examination, which was largely attended by the of the school. Addresses were made by Prof. D and the County Superintendent Chartiers will l good substantial school house this summer, and su with the most approved furniture. Linnæan Acad Canonsburg, has 115 students in attendance. M these will teach in this and adjoining counties.

SCIENTIFIC INTELLIGENCE, ETC.

LONGEVITY.—The duration of life of larva in closely allied forms, varies from four years and more to a week. Fleas are said to live as long as nine months. Fish have great tenacity of life. The carp is stated to have reached one hundred and fifty years. The toad lives thirty-six years, the frog from twelve to sixteen years, and various tortoises must have seen many years if we may judge from the size to which they attain. Parrots and geese reach an age between one hundred and one hundred and twenty years, and falcons and ravens outlive one hundred and fifty years, but the little wrens live only two or three years. Of mammals, the whale and the elephant have the longest term of existence, living as they do over one hundred, perhaps to two hundred years. The horse lives twenty-five, but sometimes reaches forty years; the sheep and the goat twelve years; the lion from twenty t years. Man, there is no reason to doubt, has lived past the Psalmist's limit of threescore and ten, being well authenticated instances of his living ove hundred years; but it is only among highly civiliz tions that satisfactory data can be obtained regardi longevity. A minute investigation of the conditior conduce to length of life, goes to support the theor the longevity of animals is influenced by their amo procreative power, and their ability to sustain wear an

COLOR.—As to whether color serves any purp protection, or any other purpose in the lowest or animals, Mr. Darwin speaks very doubtfully; but we are liable to err as to characters of all kinds in relation to protection. Mr. Wallace's statement th

glass-like transparency of medusæ, and other inhabitants of the sea, serves to conceal them from their enemies among the seafaring birds seems to stand as an exception. The most probable view in regard to the splendid colors of many of the lowest plants is that they are due to the minute structure of their tissues, rather than to any benefit in a protective way which has tended to promote their occurrence. The fine color of arterial blood, even though it flush so beautifully in a maiden's cheek, he does not regard as acquired for this purpose nor for any advantage in itself. The bile of some animals has a rich color, giving them as an exceeding beauty, as seen through the translucent integuments; this is to be ranked, however, in the same category with the gorgeous coloring in American autumn forests, and the tints of chemical compounds; all of which may be due to processes independent of any useful end. Among mollusks, although certain instances may possbly be cited of protection by color, the beautiful coloring of shells found in deep sea, as well as in shallows or on land, seem to have as a rule no part to play either for defense or for drawing together the sexes.

Zinc Poison.—The increasing use of zinc for common purposes is developing its poisonous character, bringing to the notice of physicians dangers not heretofore suspected. When used in paint, this metal is so decisive in its effects that many painters do not dare to touch it. In household economy zinc plays a treacherous part through the pipes which supply water. Lead has come to be so much dreaded that prudent men have been substituting galvanized iron. This is iron coated with zinc; and when it is in contact with water affords the most favorable conditions, under the laws of galvanism, for the corrosion of the zinc. The salts of zinc thus formed and dissolved in the water become the unsuspected cause of sickness in many families The *Journal of Chemistry* contains a report from Dr. Smith, of Melrose, near Boston, of some distressing cases of sickness and death which came under his notice in a house where the water was drawn through a pipe 70 feet long. The results are: disorder in the digestive organs, including a colic similar to that produced by lead, ulcerations of the throat, disturbance of all the secretions, and nervous derangement, even to paralysis. People can hardly be too careful in providing against such dangers, which may extend to a whole household.

Extract of Beef.—The largest kitchen in the world is that of the Liebig Beef Extract Company in Uruguay. It covers twenty thousand square feet of ground, and is divided into a number of compartments, which are all constructed with a view to their peculiar uses. You enter first a large, dark, cool hall, with paved floor, where the meat is weighed and conveyed through openings in the wall to the cutting machines. These are four in number, and can cut up two hundred young oxen in an hour. From the cutting machines the meat goes into twelve receivers, where it is pressed by steam power of seventy-five pounds to the square inch. These twelve receivers are capable of containing twelve thousand pounds of meat each From these the meat, or rather the liquid now, runs through pipes into receptacles constructed for the purpose of separating the fatty substance from the extract and to clear it. Lastly, it is raised by steam air-pumps into large coolers, filtered, and subsequently packed for transportation. The butcher of the company is a scientific executioner, who can with ease and grace kill eighty oxen in an hour by separating the vertebræ.

Minute Machinery.—A correspondent writing from London says: "The most extraordinary machine in the exhibition is, beyond question, the one for microscope writing. This enables a person to write in the usual way, and to duplicate his writing a million times smaller, so small, indeed, that it is invisible to the naked eye, yet with a powerful microscope become so plain that every line and dot can be seen. The inventor claims that with this instrument he can copy the entire Bible twenty-two times in the space of an inch. The Astor Library, I presume, could be transferred to a sheet of note paper. Practically it will be of great service in preventing forgeries. With one of these machines a private mark can be put on bills so minute and perfect that the forger can neither perceive nor imitate it, but the bank clerk or broker, knowing where to look, can at once detect that a bill is genuine. The machine is the invention of a Mr. Peters."

Locusts.—The locust swarms in India approach in vast clouds, darkening the air as if it were night-fall. When they settle the ground for miles appears as if covered with a light brown snow. If they settle on trees, stout branches of the banyan are broken by the weight, as they pile themselves over one another. And yet it is said that, with horns, tomtoms, pipes, and flags, the natives succeed in turning the scourge away from the cultivated fields, and saving crops which would otherwise vanish in an hour.

The Twenty Largest Cities.—The following is a list of the twenty most populous cities in the country, with their population, according to the completed census returns. For the sake of comparison, the population of the same cities in 1860 is also given, together with the rate per cent. of increase in ten years:

No.	Cities.	1870.	1860.	Per Cent.
1	New York	922,531	805,658	14.6
2	Philadelphia	674,022	565,529	19.2
3	Brooklyn	396,300	266,661	48 7
4	St. Louis	310,864	160,773	93.4
5	Chicago	298,983	109,260	173.7
6	Baltimore	267,354	212,418	25.9
7	Boston	250,526	177,840	40.9
8	Cincinnati	216,239	161,041	34.3
9	New Orleans	191,322	168,675	13.5
10	San Francisco	149,482	56,802	163.2
11	Buffalo	117,715	81,129	45.1
12	Washington	109,204	61,122	78.8
13	Newark	105,078	71,940	46.1
14	Louisville	100,753	68,033	48.1
15	Cleveland	92,846	43.417	113 9
16	Pittsburgh	86,235	49,217	75.3
17	Jersey City	81,744	29,226	179.7
18	Detroit	79,580	45,619	74.5
19	Milwaukee	71,499	45,246	58.1
20	Albany	69,422	62,367	11.4

We suggest, as a profitable exercise, that pupils learn (1) the relative rank, and (2) the population of *five, ten,* or more, of the principal cities of the United States, as given in the census of 1870.

Drawing in the Public Schools.—The Legislature of Massachusetts last year passed a law requiring all towns in the State of ten thousand inhabitants and upwards to open free drawing schools in the evening. When the classes were opened last November in the city of Boston, no less than a thousand applications for admission were made in less than a week, and many applicants had to be refused, both for want of accommodations and for want of instructors. Many of the applicants were mechanics, who were so eager to learn drawing that they were willing, after the fatigues of the day, to spend three evenings in the week in acquiring a knowledge of this important art. To accommodate these students the city of Boston has made extensive preparations, and has appointed a

competent master as Inspector of Drawing Schools to organize the drawing schools, and has sent him to Europe to purchase casts and models for study. This inspector was for twelve years head master of the Government Art School at Leeds, England, and at the same time had three other drawing schools in the neighborhood under his charge. The object in placing the system of drawing schools on so extended a basis, is to establish institutions from which an abundance of good teachers can be obtained, as at present there is a great deficiency in the supply of instructors in this art.

TRAVELLERS ABROAD.—Every year, between five and six hundred steamers leave New York, carrying abroad Americans who intend to travel through Great Britain, France, Italy and other parts of Europe. The average number of passengers taken by each steamer is estimated at eighty, and, deducting the Europeans returning home, it is calculated that at least forty thousand citizens of the United States every year leave home to visit Europe Estimating the expenses of each individual during his tour at three thousand dollars, the total expenditure of these travellers will amount to one hundred and twenty millions of dollars. This large sum, it will be remembered, is taken out of the country in gold or bills of exchange. On the other hand, the emigrants who arrive in the United States every year, it is estimated, bring with them at least twenty millions of dollars. Deducting the latter sum, it will be seen that at least one hundred millions of dollars are taken out of the country every year, to be expended in European travel.

TOBACCO SMOKING.—A French physician has investigated the effect of smoking on thirty-eight boys, between the ages of nine and fifteen, who were addicted to the habit. Twenty-seven presented distinct symptoms of nicotine poison. In twenty-two there were serious disorders of the circulation, indigestion, dullness of intellect, and a marked appetite for strong drinks. In three there was heart affection; in eight decided deterioration of blood; in twelve there was frequent epistaxis; ten had disturbed sleep, and four had ulceration of the mucous membrane of the mouth.

A PLANT in Ceylon has a singular provision for the distribution of its seeds. These are contained in a circular head, which is composed of spine-like divisions that radiate in all directions, making a diameter of eight or nine inches. When the seeds are ripe for distribution, these spherical heads, with their elastic spines, are blown away by the winds, and roll swiftly over the level shore for miles, dropping seeds as they go. If they come to water they float easily, and their spines serve as sails, so that they can cross estuaries. A plant valuable for taking root in the sand and protecting the shores from erosion is thus widely distributed.

SUNSTROKE.—A German paper contains a letter from a traveler who, on March 23, 1866, was near the Dead Sea with a party of eighteen, one of whom fell from his horse, overcome by the excessive heat of 126.5° F. One of the Bedouin guides bathed his hands, head and face with lemon juice, after which the sufferer was able to ride two hours to the Jordan, where he could rest for several hours, and then completely recovered.

A CURIOUS and beautiful effect was produced by one of the ice making machines built lately in Philadelphia. This was a cake of manufactured ice, in the centre of which, completely inclosed by the translucent material, was a boquet of fresh flowers. Every leaf and flower was perfectly visible, while the brilliancy of the colors was enhanced by the refraction through the ice This specimen of summer entombed in winter was produced by the Carre ammonia process, a French invention, under which these machines are operated.

THE active principles of plants, according to recent investigations, are more concentrated in the leaves of plants grown in cold climates where the vegetation is less vigorous, than in warm climates. In illustration, the well known facts are cited, that tobacco grown in northern regions is stronger than the same plant raised in mild or tropical regions, and celery, it is stated, is affected in the same way by the influences of temperature and moisture.

IN dressing for photographs dark brown, dark green, maroon and plain black goods, without gloss, will make a rich drab color. Silks of the same color will take considerably lighter. Snuff brown, dark leather, dark drab, scarlet, cherry, dark orange, crimson and slate will also take a rich drab color. Violet, blue, purple, pink and magenta will take very light, and should be avoided. The hair should not be very wet or glossy.

IT is a curious fact among our hat and cap manufacturers, that different localities use different sizes of hats and caps as standard sizes. Boston and the Eastern States use the smallest sizes, New York and the Middle States use the medium to largest sizes, and Chicago and the Western States require the largest sizes. Goods manufactured for one market cannot be sold for the other, only in exceptional cases. The South use a shape peculiar to themselves and of large size.

CAPTAIN HALL started a few days since, in his little vessel "Polaris," for the Arctic regions. He means to explore the Open Polar Sea, and will be gone for three years, or longer. *Bon voyage*, brave Captain!

THE combined populations of the eight largest cities of the United States—New York, Philadelphia, Brooklyn, St. Louis, Chicago, Baltimore, Boston and Cincinnati—are less than the population of the city of London, as announced by the recent British census.

THE ties used on the South American railways have been transported almost entirely from California, as the hard-wood ties cut on the Andes, cannot be used without boring the spike-holes with augers. The ties cost one dollar each, landed at Callao.

DR. LIVINGSTONE on his return from Africa, will receive decorations from seventeen different European and scientific societies. The last news says that he is not at Ijijijiji, but that he has gone up to Yxyxyxy.

THE Japanese have but two foreign ministers, one of whom serves for entire Europe, while the other they send to the United States, as illustrative of the respect in which they hold this country.

THOSE who look rather coldly upon Canada will be perhaps astonished to hear that she is the fourth maritime power in the world, and has 7,591 ships, with a tonnage of 899,000 tons. She stands ahead of every nation except Great Britain, the United States and France.

ROCHESTER is distracted through the columns of its papers, over arithmetical problems. Here is one propounded: If one hundred yards of cord be wound in single coil upon an upright post an inch in diameter, what time will it take a man to unwind it, he holding one end in his hand and traveling in a circle whose radius is the unwound cord, supposing he walks four miles an hour; and what is the length of ground walked over.

A SMART boy in one of the public schools, having been required to write a composition on some part of the human body, expanded as follows: "A throat is convenient to have, especially to roosters and ministers. The former eats corn and crows with it. The latter preaches through his'n, and then ties it up."

THE latest California discovery announced is a spring of indelible ink.

Book Notices.

Literary Selections. *For the Students of the Normal College for Young Ladies in the City of New York.* 12 *mo. Pp.*: 566. *New York: Harper & Brothers.*

The compiler says, "It has been frequently observed that the pupils in the higher classes of the public schools of the city of New York evince a singular indifference for the study of English classical literature." Whether this results from the fact that but short articles are usually found in the reading book, or that the task of analyzing the poems of Milton, Thomson and others disgusts the pupil with these English classics, he does not pretend to decide. He has, however, presented a reading book which contains extracts of such length from standard authors as it is thought will give the pupil a taste for a further perusal of their works. Shakspeare is represented by the entire play of Hamlet; Goldsmith, by fifty-two pages of pastoral and dramatic poetry; Gibbon, by an extract of forty pages from the Decline and Fall of the Roman Empire; Johnson, by several chapters from Rasselas; De Foe, thirty pages from Robinson Crusoe; Burns, the Cotter's Saturday Night; Carlyle, the first book of the French Revolution; Macaulay, by over a hundred pages of his History of England; Thackeray, by the opening chapters of Vanity Fair, etc. Besides these, extracts are given from the productions of a dozen other poets and prose writers, making the book a literary treat to many an intelligent class that has grown weary of the ordinary reading book. M.

Bartholomew's Primary School Drawing Cards.

Bartholomew's Drawing Books—*New Series. Nos.* 3, 4 *and* 5. *Boston: Woolworth, Ainsworth & Co.*

Bartholomew's Rubber-Cushioned Noiseless Drawing Slate. *Ruled for writing and music.*

An interesting article found elsewhere in this issue may serve to express our own views of the necessity and importance of this branch of instruction. An extended advertisement from Messrs. Woolworth, Ainsworth & Co., also found in its proper department, sets forth, we believe fairly, the merits of the Bartholomew System. We know it to be regarded by accomplished teachers of drawing as the best before the public, and congratulate the publishers upon the growing demand for this system in Pennsylvania. The slate is also the most substantial in the market. M.

The Normal Elementary Algebra; *containing the First Principles of the Science, developed with conciseness and simplicity: for common schools, academies, seminaries and Normal schools. By Prof. Edward Brooks, A. M, Principal of Pennsylvania State Normal School, and author of Normal Arithmetics, Normal Geometry; etc.* 12 *mo. Pp.*: 287. *Philadelphia: Sower, Potts & Co.*

This work, as the author remarks, "is the evolution of a carefully matured plan, the embodiment of an ideal formed by long and thoughtful experience in the school-room" It seems to embrace a sufficient number of topics for the ordinary student in algebra, while its subject matter is neither too difficult for the beginner nor too elementary for the more advanced pupil. Combining the French and English methods of treatment, the author has presented quite fully the theory of the science while he has at the same time given a large collection of problems for practice, thus rendering the work both philosophical and practical. The definitions have been very carefully prepared, some of them being remarkable for simplicity and conciseness. Several of them, as that of Algebra, will attract the attention of teachers and mathematicians. The solutions, demonstrations and explanations, as in all the works of the author, are simple, concise and clear. The classification of algebraic symbols under three distinct heads is another noticeable feature of the work. In our judgment the work is to be commended for the unity of plan and method, for the simplicity and conciseness of its solutions and explanations, for the large collection, the variety and appropriateness of the problems, and for the careful adaptation of the entire subject matter to the actual wants of the school room. The work is neatly printed and well bound, and unusual care has been bestowed upon its typography. The introduction of the small symbols for addition, subtraction, multiplication and division, which the author says are used in the best English works, we regard as an improvement. The work will without doubt meet with a cordial reception from teachers and pupils and be adopted in many of our schools. W.

Morning and Evening Exercises: *Selected from the Published and Unpublished Writings of the Rev. Henry Ward Beecher. Edited by Lyman Abbott, author of "Jesus of Nazareth," etc. Large* 12 *mo. Pp*: 560. *New York: Harper & Brothers.* 1871.

Following the calender from the first to the last day of the year—as "January 1: Morning" and "December 31: Evening"—are here given the choicest paragraphs culled from hundreds of Mr. Beecher's sermons. When it is remembered that this distinguished clergyman has probably never preached a sermon during his entire ministry from which something of rare excellence might not be taken, the interest and value of such a work as this will be at once apparent. We have sat down several times to give it brief notice in these columns, but turning the leaves to read, have been tempted on and on until the "notice" has been forgotten and remained unwritten. Mr. Beecher is a brave, helpful, loving nature. Royally gifted as he is in intellect, it is his great human heart, imbued with the truest spirit of Christian charity, that makes him to-day wield an influence for good greater, we believe, than that of any other man of our time, be he clergyman or layman. M.

First Lessons in Composition. *By John S. Hart, LL. D., author of "Composition and Rhetoric," "In the School-Room," etc.* 12*mo. Pp.* 144. *Philadelphia: Eldredge & Brother.* 1871.

The most successful teachers of composition are those who make it part of the *daily* work of the school-room. It should receive attention as constant as that given to reading or spelling. Indeed, why learn to spell at all unless it be that words may be correctly *written?* A general exercise of ten or fifteen minutes each morning, before the recitations for the day have begun—all the pupils writing upon a subject previously assigned, or one upon which something interesting has been said or read by the teacher—we know from experience to be invaluable in its results. Each pupil should have his blank book, which need not be large to contain the exercises of an entire session; each exercise should be properly dated; and no marks of correction made by the teacher or marks used in indicating errors for correction by the pupil should be erased: thus whatever progress is made can readily be seen from time to time. The little work named above is well adapted for use in the class-room and will afford the pupil a pleasing introduction to this branch upon which it takes the eminently common sense ground of practice before theory. M.

THE

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THE STATE ASSOCIATION.

WE surrender our entire space this month to the proceedings of the late meeting of the State Teachers' Association. This is expected of us, as the JOURNAL is the recognized organ of the Association. Its columns contain the full history of the doings of the Association ever since its formation in 1852, and as the years pass by and the cause of education assumes more and more importance, the reasons become still stronger for keeping the chain unbroken. Others than teachers will most likely find these proceedings as profitable reading as anything we could print; but, if not, they will have only to wait for the next number to find the usual variety of matter.

We took a special interest in the late meeting. Just fifteen years ago, in 1856, the Association held a meeting at the same place. The writer was then president of it, and it was between three and four years old. Great educational, as well as other, changes have taken place since that time, and we were anxious to observe what mark they had left upon the Association. New men have come upon the stage; how do they compare with those who have left it? New questions have arisen; will they be handled with greater skill than were the old ones? Does the Association have as much influence upon the school policy of the State as formerly? Has it grown? These were among the questions that occurred to us as we rode from Harrisburg to Williamsport, on the evening preceding the day of meeting.

In 1856, Williamsport was approached only by lines of canal, and stage coaches. Its population probably did not exceed three thousand. Its business consisted principally of the trade that was carried on with the lumbermen, who came down the river on rafts and took back with them such articles as they needed. Its streets, taverns, stores and private residences were those of an ordinary country village. All this has changed. Williamsport has now railroad communication with all parts of the State and country. It is now a city of sixteen or seventeen thousand inhabitants and has within its limits, besides other manufactories of various kinds, fifty saw mills, cutting more than 250,000,000 feet of lumber annually and shipping it to all the larger cities of the country. It has between three and four miles of Nicholson pavement, one of the largest and best kept hotels in the State, and is distinguished for its fine public buildings and handsome private residences.

But what of the Association? Of the members at all active in 1856, only the following were present at the late meeting: H. C. Hickok, F. A. Allen, Edward Brooks, Conly Plotts, Charles W. Deans and J. P. McCaskey. We noticed but two ladies who attended both meetings—Miss Maria E. Gill, then of Lancaster, now of Harrisburg, and Miss Mary McCord, of Lewistown. The following persons present, and prominent in 1856, have since died: Thomas H. Burrowes, Charles R. Coburn, John L. Gow and William Roberts.

In size the late meeting was much larger than the one in 1856, the names recorded being 321 and 180, respectively. Besides, at the late meeting large numbers of teachers were in attendance who neglected to record their names, which was not the case in 1856.

In spirit both meetings were excellent.

As a social gathering, the meeting of 1856 bore no comparison to that of 1871. In this, at least, we have made great progress. Fifteen years ago the Association was not entertained with music; it did not seem to have time to listen to elocutionary readings; and carriage riding, etc., were not thought of. We do not mean to find fault. We enjoy these things, but *then* we did not have them.

There were able addresses delivered and live questions discussed at both meetings. It

is difficult to say which was the better programme, that of W. V. Davis in 1856 or that of A. O. Newpher in 1871. Both were good.

There were strong men in the Association of 1856. In addition to the names we have mentioned as attending the two meetings, there were present at the former one, and participating in the proceedings, Bishop Potter, Prof. Davies, of New York, Dr. Burrowes, Dr. Kennedy, Gov. Curtin, H. L. Diffenbach, C. R. Coburn, Prof. Stoddard, John L. and A. M. Gow, William Roberts, Prof. Colt, Dr. Early and others. The Association of 1871 can do no more than match it in this respect, and we fear it can hardly do so much. The young men into whose hands the management of the Association has come, must put forth their full strength, or, intellectually, its future work and influence are destined to suffer in comparison with its past.

It is not enough to have a good time, to procure the delivery of able lectures or the reading of finely written essays. The Association will be measured in usefulness by the influence it exerts upon the school policy of the State. It should be the able and effective exponent of the most advanced thought respecting education. We have in our mind's eye, among its members, many young men who can, if they will, make it a pillar of cloud by day and a pillar of fire by night to lead safely onward those who seek the promised land of a higher and better civilization. Let them not trifle away their grand opportunity.

STATE TEACHERS' ASSOCIATION.

THE Eighteenth Annual session of the Pennsylvania State Teachers' Association opened at 10:30 a. m., on Tuesday, August 8, 1871, in the Academy of Music at Williamsport, the President, Prof. A. N. Raub, in the Chair.

The opening prayer was offered by Prof. J. F. Davis, after which Rev. A. R. Horne, chairman of the Local Committee, read the following

ADDRESS OF WELCOME.

On behalf of the teachers and friends of education of this city and of Northern Pennsylvania, the duty devolves upon me, on this occasion, to extend to you, the members of State Teachers' Association, our warmest congratulations and our most hearty welcome to Williamsport.

Assembled for the eighteenth time in annual convention, we congratulate you upon the attainment of your legal maiden majority. Bringing into our city the embodiment of the intelligence, zeal, ardor and devotion which characterize the teachers of Pennsylvania, we welcome you most heartily. The Eighteenth Annual Convention of the State Teachers' Association, representing 18,000 teachers of this State, and $18,000,000 of school property, assembled in this city of 18,000 inhabitants—what an auspicious sound in this coincidence of numbers! We greet you, the representatives of 18,000 teachers, tendering you the hospitalities of our young and enterprising city, and, in the name of our citizens, express the hope that you may enjoy your visit to the fullest extent.

You are here to-day from all parts of this great commonwealth. From the romantic banks of the Delaware and the Ohio, from our great metropolis, the City of Brotherly Love, from the smoky "Iron City," from the blue lake shore, the greasy oil country, the interminable pine and hemlock forests, the rich Cumberland, Lebanon and Lehigh valleys, the extensive coal and iron regions, from your mountain homes on and beyond the Alleghenies, from the fertile garden spots of Lancaster, Chester, and Montgomery, with their beautiful Conestoga, Wissahickon, and Schuylkill, from the romantic and historic valley of Wyoming, and the weird wilds of Pike, Monroe, and Wayne, where the Lackawanna and the Lackawaxen "hear no sound save their own dashings," you are here, and we are happy to greet you. We have anticipated your coming with sincere pleasure. We feel honored that you have chosen our city as the place for this meeting. The struggle, as you will remember, a year ago, to secure your convention for our city, was a severe one. May our promises and your anticipations not disappoint you.

But what shall we promise you on this occasion? You are strangers among us. We will take you in, in the good, old Scriptural sense of the word, not in the more modern, secondary use of the expression. Our busy, enterprising city is before you. Our saw-mills, each running from 50 to 200 saws constantly, produce on an average, from one to two hundred thousand feet of boards each, per day. When it is remembered that we have within the city limits 50 mills, some idea may be formed of the magnitude of the lumber business of this, the greatest lumber market in the eastern part of the United States. Our products, to the amount of 250,000,000 feet annually, are shipped to all the larger cities of our country. Almost everywhere, cars loaded with lumber marked "from Williamsport," are seen. But few buildings are now erected in Pennsylvania and adjacent states in which the pine lumber of Williamsport, or the West Branch valley, does not form part of the material. A visit, by the members of the Association, to one or more of these mills will prove interesting, and furnish progressive teachers many valuable ideas.

Our many neat and substantial private residences, with their tasty yards and beautiful surroundings, are pronounced by strangers the finest, for the size of the place, of any town or city in the State. Many of our business establishments, in their size and variety of stock, compare favorably with those of the largest cities. Our Nicholson pavements, between three or four miles in length, form some of the finest drives in the country, and will be appreciated by the sociable gentlemen of this Association, when they have formed the acquaintance of their professional sisters. The lovers of piscatorial amusement will find the Herdic Park, with its extensive trout ponds, where, if we mistake not, they may even angle among the hundred thousand trout, a spot of exciting interest. Our Herdic House, the largest hotel in the State, 156 feet square, with its beautiful and romantic surroundings, is the pride of our citizens and the admiration of visitors. The view of our city and the surrounding country is grand. Our little steamers, 'Min-

nie" and "Maggie," ply the waters for eight miles above the city, and will afford a fine opportunity to excursion parties for a few hours' enjoyment on our beautiful river. It is hardly necessary to allude to the hall in which we are assembled. For its beauty and comfort it has been called "a gem." The teachers of this city have secured it for the Association, by private subscription, and in their behalf and in their name, I tender its use to the Association for the sessions of this convention. Our Dickinson Seminary, Court House, new jail, churches, Young Men's Christian Association Rooms, the Williamsport Commercial College, will bear inspection, during your stay in our place.

Our natural scenery is also before you. It may be well to view it before our visit to Niagara, for fear that ever afterwards all similar scenery would appear tame and indifferent. The Bald Eagle mountain range looms up to a beautiful eminence on the south side of the river, greeting the city with its verdure, in winter as well as in summer. To the lover of nature, trout in its streams, wild flowers in its vales, sulphur springs at the foot, and rattlesnakes near the top, afford ample material for study and amusement. Last, but not least, is our noble Susquehanna, with its islands curving to a point at either end and swelling in the middle, sitting with swan-like gracefulness in the waters and often in groups of different sizes, beside and beyond each other, edged at places with those beautiful cone-like trees, which, perhaps, you have only seen represented in the paintings of the masters, whilst the enameling of waters gives the stream its appropriate name, "Beautiful River," or Susquehanna. Well has the English poet, Campbell, described

"Susquehanna's fair side,
——The loveliest land of all,
That see the Atlantic waves the morn restore."

Nor is our place, though comparatively new, entirely devoid of historic and educational interest. Lycoming was for many years the frontier county, on the Northern Pennsylvania line. Old Lycoming contributed to the formation of Warren, Venango, Armstrong, Indiana, Jefferson, Clearfield, McKean, Potter, Tioga, Bradford, Clarion, Clinton, Elk, Centre and Sullivan counties. A younger sister of the original counties, and the mother of fifteen daughters, Lycoming, on this occasion, welcomes you to this family gathering.

Lycoming county, too, may, with no historic impropriety, be called the mother of the Pennsylvania public school system. In "a little church around the corner," a few miles from this city, is still to be seen the pew occupied, during his residence in this county, by Gov. John Andrew Schulze. Gov. Schulze occupied the gubernatorial chair of this State from 1823 to 1829. During his administration all the amendments to the law regulating "the pauper schools," as the only system of free schools then in existence was characterized, were repealed. This opened the way for our present system of schools, which sprang into existence a few years later. If Gov. Schulze, in this sense, is entitled to the honor of being the father, why may not old mother Lycoming, his place of residence, be called the mother of our school system?

At this happy gathering on the banks of the West Branch, it may not be out of place to refer to another gathering on these same banks a century ago. How changed the scene! Now we meet in peace, and in a densely populated section of country. Then this region was the hunting grounds of Mr. "Lo!" and his large and, to the pale face, inimical family. Now we sit comfortably in a Philadelphia and Erie, Catawissa, or Northern Central car, and look with composure on the scenery, no one attempting to molest us. One hundred years ago the country over which these railroads pass beheld a different scene. Hundreds of mothers, with their little ones, had embarked on boats, canoes, hog-troughs and rafts, hastening down the river. The men came down in single file, on each side of the river, to guard the women and children. At the shoals and ripples the women, availing themselves of "woman's rights," leaped ashore, put their shoulders, not indeed to the wheel, but to the flat or raft, and launched it again into the water. These were the early inhabitants of this valley, during what is called in Pennsylvania history *the big runaway*, escaping for their lives from the scalping knife of the blood-thirsty, revengeful Indian. It was a thrilling event, such a sight as these banks have not beheld since, and in all human probability they will never witness again.

What changes a hundred years have wrought, not only in this valley, but throughout our State! Behold our well-tilled productive farms, manufactories, developed mineral resources, the imposing, magnificent residences seen everywhere, our school-houses and churches scattered over every hill, plain and valley; behold the general progressive and promising condition of our State, and say to what this prosperity is to be attributed. There can be but one reply. From Lake Erie to the Delaware, from the Alleghenies eastward to the fertile fields of the staid and steady yeomanry of Berks, Lebanon, Lancaster, and Lehigh, and westward to the Birmingham of America; from farmer, mechanic, manufacturer and merchant there is, there can be but one response, and that so emphatic and so loud as to echo and re-echo from valley to valley, from peak to peak: The schools, the schools of the old Keystone State, form the substratum of her riches. Deeper down than Pennsylvania iron, coal, or coal oil, is the foundation of her inexhaustible wealth and unbounded prosperity. A system of schools like ours, possessing the vigor and progressive features of New England, tempered with the cool, sound, philosophic character of the Pennsylvania German, from the land of Luther, Schiller, Humboldt, Bismarck and King William, a system like ours, of the people, for the people, and from the people, unsurpassed by any other in the world, cannot fail in producing its blessed results.

Teachers of Pennsylvania, you are the representatives of a system of schools unparalleled in educational records for its glorious achievements. But to your praise be it said, much of the success with which our system has met is due not only to its intrinsic merits, but to the hands into which its safety has been committed. The intelligence, devotion and self-denial of Pennsylvania teachers are subjects of comment and admiration, wherever your names and labors have been mentioned. You with the system, and the system with you, the one the complement of the other, have reared *monumentum perennius aere*, sending forth an influence vast as our country and lasting as the eternal future.

May your shadow never grow less. May the great and good work still prosper in your hands, and its influence extend from the Atlantic to the Pacific, from the Arctic to the Antarctic. That was a significant remark, uttered lately, by Governor Geary, before the Superintendents' Convention at Harrisburg, that the stars and stripes, ere long, will float over the whole continent. God speed the day, and with it may the Pennsylvania "school master," and "school marm," too,—for she is destined to be the "coming man"—carry the Pennsylvania school system to the heights of Chimborazo and Cotopaxi, the valley of the Amazon, the pampas of the Argentine Confederation, the mahogany groves of Brazil and the bleak coasts of Patagonia. May the lands of the Aztecs, the Montezumas and the Incas see yet another conquest, and that the peaceful conquest of an army of Pennsylvania

teachers, led by such generals as James Pyle Wickersham, F. A. Allen and others. May the banner of civil liberty, supported by our educational institutions and men (the ladies included), be placed everywhere.

"No pent up Utica contracts our powers,
The whole unbounded continent is ours."

May the deliberations of this meeting, with its promising programme, contribute to this grand result.

Again we welcome you to our city, assuring you that we expect much pleasure, as well as benefit, from a body so large, intelligent and influential, and, again, may we be permitted to express the hope that you may have no cause of regret for having chosen this city for your place of meeting, on this occasion.

Mr. A. O Newpher, Chairman of the Executive Committee, made the following

RESPONSE.

Rev. A. R. Horne, and Citizens of Williamsport:—By virtue of an established custom, it is the duty of him who acts as Chairman of the Executive Committee of the State Teachers' Association to respond to the words of welcome that annually greet us in our meetings throughout the State. Thus it falls to my lot this morning to respond, as best I can, to your cordial greeting and earnest welcome to the members of this Association. And I but feebly express the emotions of our hearts, when I say that we rightly appreciate and sincerely thank you for the manifest cordiality and proffered hospitality which you, in behalf of the citizens of Williamsport, have so kindly tendered to us. We have left our homes, and with them the cares and responsibilities of our daily avocations, to assemble in your beautiful and enterprising city, and though we have been in your midst but a few hours, and many of us for the first time, we have already seen and heard sufficient to convince us that the Association last year acted wisely in selecting this place wherein to meet this year. We have known of this city in the mountains before, and were well aware of the energy and genius you apply in utilizing the natural facilities for manufacture afforded by the historic Susquehanna.

We have seen your booms, your saw-mills, your parks, your picturesque scenery, and have breathed the pure mountain air that doubtless has contributed much to your health and energy. And we have heard of your schools, which are so efficiently conducted, and so generously and wisely sustained by the wealth and public spirit of your community. We congratulate you upon the thrift, enterprise, wealth and happiness that have made your city thus to flourish.

But I must crave your pardon and indulgence while I speak of the Association. We are no longer an obscure assemblage. This, as you have said, is our eighteenth annual meeting. Upon our rolls of membership are recorded the names of many persons who have merited and have had accorded to them as high honor and as great fame as worth and success can hope to attain. Some of these meet with us no more. Death loves a shining mark, and has come among us and taken some of our noblest and best, and we meet to day without them. We ask your sympathies while we mourn our and your loss, and let us together shed tears of love and grief upon their honored graves, some green with the verdure of many summers, and others marked with yellow mounds, bespeaking the unhealed wounds in the bosom of mother earth. Peace to their ashes!

Without disparagement to the dead, we can, with pride and promise, point to the membership of those among the living, and who will be present with us this week. They have come from all parts of the State, and here, as elsewhere, are known as earnest and efficient workers in the cause of education. They represent all grades of Common Schools, Orphan Schools, Academies Colleges, Universities, and the State and National departments of education. All have come here with one common purpose to deliberate, to discuss, to think, to learn, and ultimately so to act that the great cause of universal education shall be yet more firmly established in the interests and affections of the people of this Commonwealth, to devise such means as will, with certainty, secure adequate success to their efforts in the work of daily instruction, to advance the material and spiritual prosperity of the whole people, and to establish by all, and for all, the dominion of intelligence and Christianity. This is not a light task, and none but brave and earnest men and women would consecrate their lives to a work of such magnitude. Their efforts in the past have been crowned with a reasonable measure of success, and much that is good and valuable in our system of common schools has emanated from, and had the approval of this Association before it was enacted into law by the legislature. Our shield has not been wrought by Vulcan, nor brought to us by Thetis from Olympian heights, and has not, as that of Achilles at Ilium, fashioned upon its disk, in miniature, the types of all the glories of earth and sky. It has been wrought by our own hands, and fashioned by our own skill; upon its outer disk, glaring full in the faces of our opponents, are engraven the symbols of our achievements and purposes; not the mythical glories of imaginary realms, but the tangible glories of the highest civilization, - a modern school house, enclosing a live, earnest teacher, sheltering a group of happy children, and surrounded by a contented and intelligent community. It may be vanity to speak it, but it is none the less true, that those here assembled possess as high a degree of intelligence, culture, virtue and Christian integrity as can be found in any voluntary assemblage of men and women in this or any other State.

A word in regard to the Executive Committee. You may see by the published programme the character and range of topics that will be presented, as well as the character and standing of those who will participate in the exercises during the sessions of the Association. It is our most earnest hope that this meeting will be one of the most profitable and successful in our history We welcome your citizens to our meetings while we remain in this beautiful hall, and when we shall have left here, we hope that this meeting of the Association will be remembered with mutual regard to the honor of the citizens of Williamsport and to the members of the Association.

Mr. Geo. S. Banger, President of the Williamsport School Board, being called on, said that his fellow-citizens were a plain, unpretending people, and when they said simply "You are welcome," it included all that could be said. Apart from other considerations, the very fact that this city had been selected for holding the session, had placed the community under an obligation which words could not express. He trusted the session would be so pleasant and so profitable as to induce a speedy repetition of the visit.

Dr. Frank Taylor, of West Chester, said he hoped we would resolve to stay here the balance of our days, and test fully the bounteous hospitality so generously proffered. He

did not want to go to Niagara—he would stay here, where the girls were all eighteen years old, and the saws eighteen inches in diameter and making eighteen revolutions per second. After going back a century to the sublime and noble savage (whom nobody wanted anything to do with) we are prepared to appreciate the value of the civilization, intelligence and Christian worth which education has won. Looking back to the winter of 1852—seeing what we asked for then, and what we have since accomplished—the question for us in 1871 is, what shall we now ask and strive for? There is a great work yet to be done, and this meeting should leave an impress upon the State, urging it onward to the foremost rank of civilization and intellectual culture.

Prof. J. F. Davis, of Williamsport, was glad to meet so many live teachers. These meetings promote that enthusiasm for our work which "makes things go." Too many teachers enter upon and remain in the profession without adequate knowledge of its nature and character, and without proper preparation. Those who do not come to Institutes are generally of this dead class. These associations give us broader views, and we reap the benefit of each others' experience.

Mr. Henry Houck, Deputy Superintendent of Common Schools, said our expectations were high in coming to this beautiful and enterprising city, and we were not disappointed; but he thought the Association must have been counted in the 18,000 population referred to in the address of welcome, as the census shows only 16,000. Lycoming county had been backward in educational matters up to 1865, and the progress of the Williamsport schools had all been made in the few years since 1868; but they now compare favorably with those of other cities in the State. He believed these meetings of the Association would be highly beneficial, if they only served to make us acquainted with one another—to make us feel that we are engaged in one work. He anticipated a pleasant and profitable session.

The following gentlemen were appointed a committee on enrollment: Messrs. Geo. H Stout, Philadelphia; E. T .Burgan, Centre; J. L. Harrison, Pittsburgh, and J. S. Walthour, Crawford.

Mr. W. H. Parker, Philadelphia, moved that a committee of five be appointed to revise the constitution, said committee to report on Thursday morning. The growth of the Association had made some changes in practice, and the constitution needed mod fication to prevent its being continually violated.

The motion was agreed to, and the following committee appointed: Messrs. W. H. Parker, Philadelphia; W. R. Ford, Pittsburgh; Hon. J. P. Wickersham; W. W. Woodruff, Bucks, and J. E. Wood, Clarion.

Prof. Jerome Hopkins, of New York, by invitation, gave us some music on the piano.

Messrs. Sheeley, Patterson and Bell were appointed to audit the account of the treasurer.

The hours for opening sessions were fixed at 9 A. M., 2 P. M, and 7:45 in the evening.

Dr. Taylor moved that the teachers who are present from New York and other States be admitted to membership without the payment of the initiation fee.

After some discussion, the motion was agreed to, and after some time spent in enrolling members, the morning session closed.

TUESDAY AFTERNOON.

The Association was called to order, and Mr. A. O. Newpher moved that the names of those teachers of Williamsport who contributed to the fund for the Hall be placed upon the roll without paying the initiation fee, and that they receive the thanks of the Association.

Several members thought this was a violation of the constitution.

State Superintendent Wickersham said the motion was a proper one. Constitutions must grow like other things, and the necessity for revision was a sign of healthy growth. Our constitution fitted us well enough when it was first made, but we have grown out of it, and it is now too small. If necessary, let it be revised every year, to keep pace with our advance. He was glad to hear the motion this morning to admit the teachers from other states free.

Prof. Harrison, of Pittsburgh, desired to be progressive, but was afraid if we went on in this manner we should find ourselves in the midst of confusion and disorder. As it is, we have neither a written constitution nor a record of the past proceedings to furnish us precedents.

Mr. Conly Plotts, of Williamsport, said we had done so much of this, that when our old clothes are outgrown we will not have money enough to buy new ones.

Mr. Newpher's motion was agreed to.

The President, Prof. A. N. Raub, then read the following

INAUGURAL ADDRESS:

LADIES AND GENTLEMEN: All things considered, the school system of Pennsylvania stands second to none in our country, albeit some of our neighbors are in a measure given to criticising what they deem our want of progressiveness. While we admit that our progress might have been more rapid, it must also be conceded that we have thus far taken no false steps to be retraced, nor have we built on any insecure foundation. Our system

is symmetrical, but its architectural details are probably not beyond the reach of criticism. Our educational house is comfortable and commodious, but some of its internal arrangements are susceptible of improvement. Like any other edifice, now and then it needs repair, and as modern improvements spring into existence, little by little we introduce such of them as we find suitable to our needs. Thus, since the establishment of our system—which originally provided, simply, that the poor of the State should be taught gratis—we have added some modern conveniences and necessities in the shape of County Superintendents; Normal Schools, a State Superintendent, and latterly City Superintendents; but there is room and necessity for still greater improvements. First, among our present necessities, I name *a closer union between the private and the public school interests* of the State. At present there is an evident lack of harmony, and too often the clashing of interests, between academies and public schools in one case, and between academies and colleges, and normal schools, in the other, awakens jealousy and hatred, which prove only a serious detriment to the welfare of all classes of schools. There is room for all and there is necessity for all; let there be concessions made by all that harmony may be secured. It will not do for the private school interest to charge the public schools with being useless and inefficient because unqualified teachers are sometimes employed, for surely it is better to give a child even the simplest rudiments of an education than none at all. That couplet of Pope's—

> "A little learning is a dangerous thing;
> Drink deep, or taste not the Pierian spring"—

though sometimes verified, is in general an absurdity, and never would have been uttered by any but the subject of a monarchy. Such sentiments neither originate nor flourish on the soil of a Republic. Again, it will not do for the public-school men to charge the academies and seminaries with being aristocratic. If a man see fit to send his sons and daughters to such an institution as offers more extended training than they can get in the necessarily limited sphere of the public schools, he is making a good investment of his money, and we have no right to quarrel with him. You and I would do the same thing. If those having charge of the public schools refuse or neglect to furnish proper school apparatus, or teach anything beyond the simplest rudiments, the man who offers us through his private school what we desire, but cannot secure in our public schools, is doing us a favor which, in gratitude, we cannot fail to appreciate. True, both classes of schools have their serious defects. The best of gardens is not without weeds, and schools, like gardens, now and then need weeding out.

The standard must be raised in all classes of schools. The terms high school and academy have come to mean almost anything, and sometimes almost nothing. We have high schools in our State with a graduated course of instruction, which, when completed, insures for the student ready admission into the junior class of our best colleges; and we have again academies and seminaries, whose teaching force consists of a single individual, and he not always qualified for the work, with a course of instruction beginning with the alphabet, and extending indefinitely. A little Latin, or a little Greek, or some of the natural sciences, are thrown in, and this fashionable institution is called an academy or seminary, with as much claim to the title as an ape (and I am anti Darwinian) has to being called a man and a brother.

There should be a distinctive sphere defined for each class of institutions. If a public school rises no higher than the grade of a grammar school, let us call it by its proper name. It is not to be dignified with a title which only betrays its own littleness. If a private school act simply as a resort or retreat for those who are displeased with the public school teachers, or those who fail to keep step with public school progress, or those who deem the mass of public school pupils as being unfit association for their sacred selves, don't attempt to dignify it with the name academy or seminary. Ye shades of Plato! what a contrast between these and the original Athenian academia!

The same principle should govern our normal schools. Instead of lowering the standard, as has now and then been advised, it should by all means be elevated. It is already too low. The young man who cannot with proper discipline master the present normal school course had better abandon the idea of ever becoming a successful teacher. Success can never crown his efforts. If the preliminary drill through which he is required to pass is too severe, what will be the battles which he must fight in the future, unaided and unsupported by a superior officer! The young man who cannot complete the present normal school course is a standing proof of incompetency somewhere; it may be in himself, and it may be in the management of the institution in which he has been a pupil. In any event, let our profession never be disgraced, and our normal schools never be dishonored by granting state diplomas to weak-kneed and unqualified candidates.

The present methods of passing candidates for the State certificate seem to be as various as the different counties in which the candidates make application. While in many counties the candidate is required to pass a searching examination before the proper committee, and thus prove his merit, in many others certificates seem to be given out by wholesale, on the principle—"you tickle me, and I'll tickle you." Merit seems not always to be a matter of consideration. Since these certificates are permanent, either let us all go free of examination, regardless of qualification, and thus all rank as professors, or let us all be examined, and as nearly as possible to the same extent, and thus prove our fitness and establish our claims to the title we bear. We must have uniformity, or our State certificate will be as worthless and as meaningless as have lately become the honorary titles conferred by second-rate colleges.

There is a pressing necessity for better trained teachers. Our normal schools as at present conducted fail to supply one-fourth of the demand. It is, alas! too true that teachers all through the State are too poorly paid. There is but little inducement to remain in the profession. While men with but half an idea, and that not their own, or if their own but partially developed, can enter almost any business and in a few years earn for themselves at least a comfortable home, the ill-paid teacher is compelled to tread the same ground from year to year, with as little money at the end as at the beginning. To have better trained teachers we must have better salaries. Let such salaries be paid as will enable men of family to support respectably those dependent on them, and lay aside a reasonable amount for future needs, and the demand for good teachers will always be well supplied. Let teachers be treated with the same humane consideration as are other mortals, and they will exhibit the same content. Teaching is an honorable calling, it is true; but honor will not satisfy the cravings of an empty stomach, nor warm the chills of a freezing back. Honor is an excellent thing to die with, but a most unsubstantial thing with which to supply life.

And now, as a partial solution to this problem, let me say, the State must be more generous in its appropriations. The amount of appropriations granted to public school uses by this rich old Commonwealth has been, to say the

best, absurdly small. And the same may be said of its normal school appropriation. While New York spends its hundred thousands, and thus enables its normal schools to spring into being as if by magic, our State grants the meagre sum of $15,000, after the schools have, with the most painful efforts, struggled into a crippled existence. Again, while our neighbor provides normal instruction free by appropriating annually about $140,000, our State grants but little more than one-tenth as much. Our normal school policy is in a measure still illiberal. Did the State grant, as it should, at least $50,000 to each normal school when first founded, our twelve normal schools would all be erected and be in successful operation within a year. But with our present policy, unless some Herculean efforts are put forth, a quarter of a century may elapse before we shall see the last one built. It is ungenerous, too, that a few private citizens in each district should be required and expected to pay for the erection of buildings and the organization and establishment of schools which are designed to benefit the whole State. They are and should be State institutions, and the State is bound to give them proper support. They are no longer an experiment, but an established fact, and let them be recognized as such. If the State bring itself into closer communion with them by granting them more liberal appropriations, all the better. The State has too little control of these institutions at present. They still partake too much of the character of private seminaries and academies, and too little of the character of broad State institutions.

Were our own State appropriatiations at present as liberal proportionately as thirty years ago, there would be granted annually for public school uses over three million of dollars. What might we not accomplish with this magnificent sum at our disposal? Let this amount be appropriated to our public school cause, and the people will be relieved of the heavy burden of taxation under which many sections of the State now struggle to keep the schools open the minimum number of months contemplated by the law. Corporations and monopolies, which in the main pay this tax, would thus be enabled to accomplish an untold amount of good in a way their charters never contemplated. As our State Superintendent in his last annual report very truthfully remarks: "An increase in the State appropriation to schools would not impose any heavier burdens upon the people in the shape of taxes, but tend to relieve them of a portion of those under which they now labor—not to take money out of their pockets, but to put money into them."

We do not ask that all this appropriation be given to the public schools. We want free instruction in our normal schools, and we want free colleges. We want the efforts of such institutions as Lehigh University, and others in which free instruction is given, seconded by every college in our State. Let us have free high schools, or, if you please, call them free academies, and to enable all these institutions—public schools, academies, normal schools and colleges—to give a thoroughly free and thoroughly substantial education, grant them liberal appropriations. Let the representatives of the people be more liberal, that people themselves may be more liberal, more intelligent and more broadly cultivated.

Another pressing need is a more systematic method of conducting county Institutes, and probably better systematised instruction. Some counties have been peculiarly fortunate in the selection of County Superintendents, who have been able from the beginning to awaken a great interest in the Institute, and make it a success. Many others with efficient superintendents fail in a measure because they cannot secure first-class instructors with the small appropriation granted by law. As a result, a portion of the already small number of teachers in the county remain at home, and the Institute, while it may not be a total failure, can be called but little else. There should be a remedy for this. Teachers in small or sparsely settled counties should have the same facilities and the same quality of instruction offered as those in the more favored counties of the State. There is no reason why they should be made to rest satisfied with a few talks on education by clergymen, or lawyers, who have not made Institute instruction a study, or by the crude and unsystematized efforts of their own unpracticed and inexperienced fellow-teachers, while those in other counties are reaping the benefit of instruction from the lips of men who have made teaching and methods of teaching a life study. There are men who are peculiarly fitted for the post of Institute instructors, just as there are men peculiarly adapted to the professions of law and medicine, and it should be the privilege of every body of teachers in an Institute to be instructed by these men.

Our law as it stands at present is defective, because while it grants to some counties the small sum of $200, it grants to many others a still smaller amount. If an Institute can be barely successful on $200, what are its chances when less than one-third of this is available? This defect might be remedied by the appointment of a Board of four instructors by the State, at a salary about equivalent to what is now granted by law from the respective county treasuries. This State Board could act as examiners of all candidates for the State Permanent Certificate, and the classes for graduation at our State normal schools. Institute work requiring most of their time during fall and winter, and examinations during spring. They will have enough to keep them busy, and enable them to earn their salary.

Each member of the Board, while competent to instruct in all the branches usually discussed before an Institute, may be specially qualified in some particular department or departments.

This Board should be appointed by the State Superintendent, irrespective of creed or party, on the ground of special fitness alone, and should hold office the same length of time as the appointing officer. The State should then be so apportioned that two adjoining counties may hold their Institutes at the same time, thus enabling each member of the Board to attend two Institutes each week, without much extra travel, and each Institute to receive and enjoy the instruction alternately of two members of the Board.

Some of the special advantages of such a Board would be:

1. Each Institute in the State would be enabled to enjoy the instruction of men especially qualified and adapted to the work.

2. The Institute work would become better systematized and more practical in its character.

3. The standard of qualifications for a Permanent Certificate, or a normal school diploma would, be more uniform.

4 A State Certificate would in all sections of the State be *prima facie* evidence that its holder was well qualified, and merited all that the certificate set forth.

This idea of a State Board is put forth in this crude shape, with the earnest hope that it may prove the little leaven which shall leaven the whole lump.

Let us, then, have a closer union between private and public school interests; a higher standard in all our schools; a uniform standard for all State certificates; better trained teachers with reasonable salaries; more liberal State appropriations, and a State Board of examiners and instructors, and our system will stand far in

advance of that of any other state in this great republic.

DR. THOS. H. BURROWES—IN MEMORIAM.

Hon. J. P. Wickersham then read the following series of resolutions, as a tribute of respect to the memory of the late Dr. Thos. H. Burrowes:

WHEREAS, Since the last meeting of this association it has pleased Divine Providence to remove by death Hon. Thomas H. Burrowes, LL. D., one of the earliest friends and warmest advocates of our common-school system; therefore

Resolved, That the death of Dr. Burrowes is to us a source of profound sorrow.

Resolved, That as a man, as a citizen, and as an educator, the deceased deserved well of his fellow-men.

Resolved, That in a special manner, as a body of teachers, we recognize the following as among the great services of the deceased to the cause of education: The practical organization of our common-school system, as its head in 1836, 1837, and 1838, and the putting of it into full and successful operation; starting the *School Journal*, and editing it for nearly nineteen years; valuable assistance in founding this association in 1852, and in promoting its interests in subsequent years; framing the normal school law of 1857; three years of educational work as State Superintendent of Common Schools from 1860 to 1863; and carrying into effect the plan for the establishment of a system of schools for the education and maintenance of the destitute children of soldiers and sailors orphaned by the war of the Rebellion, and supervising for three years the schools thus established.

Resolved, That we pledge our active co-operation in any effort that may be made by those more intimately connected with the deceased to express in some suitable way gratitude for services rendered by him to the cause of popular education, and to perpetuate the memory of his good deeds.

Resolved, That a copy of these resolutions, signed by the officers of the association, be transmitted to the family of Dr. Burrowes.

In presenting the resolutions, Mr. W. made the following remarks:

In what I shall say upon the adoption of these resolutions, I shall not attempt an analysis of the character of Dr. Burrowes, nor the discussion in detail of his claims as an educator. Some day I shall undertake that task, in fulfillment of a promise made him years ago, and will perform it as best I can. To day, I shall refer only to the services mentioned in the resolutions.

Dr. Burrowes was not the father of the Common School System of the State, in the sense of planning it; but it was he who put it into successful operation, as its head, during the years named. During the eighteen months between the establishment of the system in 1834, and the time when he took charge of its administration, but little had been done. Out of 907 districts in the State, only 93 had put the system in operation, and there were but 451 schools, and 19,864 scholars. Immediately, he commenced that work of organization for which, throughout his life, he displayed so rare a talent. He revised the law of 1834, and prepared a digest of it; prescribed all the necessary forms; carried on the immense correspondence incident to the introduction of the system; and when all this labor failed to reconcile the difficulties and make the whole work smoothly, he went out into the State, holding meetings in every county but eight, addressing the people, answering objections to the law, and explaining its workings. The result of all this labor was that when he left the department the system was in operation in 840 districts, with 5,269 schools open, and an attendance of 374,732 pupils.

He established the *Pennsylvania School Journal*. In 1852, in the old court-house at Lancaster, a teacher from the country rose and offered a resolution that a school journal be published in the county, of which Dr. Burrowes should take charge. He did so, starting with less than 50 subscribers. In this, as in many other undertakings, he showed a kind of faith or trust which to practical men seemed altogether absurd. But the publication grew, and soon became the State journal; and, during its nineteen years' existence, it has done a great work. While it is true that things may have been published in it, written by Dr. Burrowes, that ought never to have been written or published, still its power for good has been great, and its influence has greatly aided in the building up of our school system. It is but just that the teachers of Pennsylvania should recognize his nineteen years of unrequited labor in their behalf; for the *Journal* was never a source of pecuniary profit to him.

He was one of the founders of this Association. There is one present who will remember with me the first meeting of this body at Harrisburg in 1852. Dr. Burrowes was President of the body, and so remained until the adoption of the constitution rendered him ineligible by limiting the officers to teachers exclusively. But he always took a lively interest in the proceedings—scarcely ever missing a meeting—and often taking an active part in the proceedings, especially when great questions of State school policy were under consideration. There are few members who have attended as many meetings or done as much service.

He was the framer of our Normal School law. The idea of Normal Schools is not indigenous to Pennsylvania. The idea of our present system of Normal Schools may belong to others; the honor of successfully building up the first Normal School undoubtedly belongs to others, but the law under which they were organized was written and framed by

him. Imperfect as it is, ours is the only organically-connected system of Normal Schools in the United States. Under this law, we have six schools now in operation, four others preparing for recognition by the State, and the remainder will be established before three years go by.

These are the noble fruits of his work, and many are here to day who have experienced their benefits.

Dr. Burrowes again held the office of State Superintendent in 1861, 1862, and 1863. This was a time of war and the incident excitement, but under his judicious management the system was kept up to its full working capacity.

The last of his great services to which I shall refer was that of organizing the plan for the education of the orphans of our soldiers and sailors. No other State has made so generous provision for these; indeed, all the other States combined have not done so much in this respect as Pennsylvania. Few other men would have formed so extensive a plan, or been so successful in its accomplishment.

Between Dr. Burrowes and myself there existed for more than twenty years the closest friendship. We traveled, roomed, worked and counseled together, I trust, for the honor of Pennsylvania in her grandest work—the education of her children; and if a cloud came between us toward the last, it has all passed away to-day. If he had his faults—as who has not?—let them all be covered with the broad mantle of charity, while we cherish his many virtues, and revere his memory as one of the truest friends of the great cause in which we are engaged.

Prof. Edward Brooks, of Millersville Normal School, said that having been intimately associated with Dr. Burrowes for several years, personally and professionally, he felt it his duty to add a few words to what had been so ably said. While the common school system may not owe its birth to Dr. Burrowes, he was its father in the sense of having nursed it, brought it it up and developed it from infancy to manhood. He was emphatically the father of the normal-school system of Pennsylvania. He was sensible that the great defect of the system, when he took hold of it, was the lack of competent, trained teachers. In his first report he recommended that a normal-school department be established in two different colleges at opposite ends of the State, and that an appropriation of $10,000 be made for that purpose. In his second report (1837) his ideas are more fully developed, and he recommends the establishment of two normal schools, distinct from colleges, and gives an enlightened plan for their management. In his report of the winter of 1838 he seems to have fully matured his ideas, and presents one of the ablest papers, if not the ablest, upon the subject of education, ever written in this country. Those ideas were germinal and prophetic; from them grew the law which he afterward framed, and under which our normal schools have grown up.

Dr. Burrowes was a large man, with a large brain and large ideas. Years ago he advocated the erection of homes for the common school teachers, with gardens. In a large sense, the title of father of the common school system may justly be bestowed on him.

But he is dead. His place is vacant to-day. The hand that penned the law is resting beneath the sod; the brain that developed these ideas is moldering to dust; the voice that so earnestly advocated them is hushed to silence. It is my sad privilege to drop a tear to his memory, and to lay my humble chaplet of eulogy upon his new-made grave.

The best monument to a good man is the gratitude of the people whom he has benefited; and that monument the teachers of Pennsylvania will to-day erect to Dr. Burrowes's memory.

Mr. Conly Plotts, of Williamsport, added a word in memory of an old friend. He well remembered the convention which formed this Association, and the labors of Dr. Burrowes. With regard to the paternity of the system, so far as that honor could belong to a county, it should be awarded to the county of Lancaster. He had always looked upon Dr. Burrowes as a great educator, and could not let this occasion pass without some words of tribute to his memory.

Mr. E. T. Burgan, of the Agricultural College, Centre county, said that in 1868 the trustees of that institution fixed upon Dr. Burrowes as the man to reconstruct and reorganize it. He accepted, with the condition that he should have its entire management in his own hands. He undertook to harmonize the physical labor and the educational departments, and was engaged in that work up to the time of his death. On behalf of the faculty and trustees, he would say that his efforts had been eminently successful, and that the institution was now working better than any other of similar character in the United States, and stood on a firmer foundation than ever before.

Hon. H. C. Hickok said that soon after he reluctantly entered the School Department he made the acquaintance of Dr. Burrowes, then the recognized common school oracle of the State,

who called to see about his unfulfilled contract for the preparation of the Pennsylvania School Architecture, and Mr. H. afterwards became the medium through which the manuscript and proof-sheets passed between the author and the State printers. Their personal and semi official relations became quite intimate, being in harmonious accord much of the time, but sometimes differing widely on practical questions of school policy; the one having the central inside view and responsibility, and the other judging from an outside and sometimes local stand-point; the one the official right, the other being constitutionally *aut Cæsar aut nullus.* Mr. H. sometimes encountered the weight of criticisms that were neither just in themselves nor encouraging to the workers in the arduous field of school operations. Mr. H. said it was not until after he left the Department, and could look at it from the outside, and watch the movements of his two immediate successors, that he realized how much more and better had been accomplished than he himself supposed, when in the thickest of the fight. Mr. H. wrote the law and procured its passage, making the *School Journal* the organ of the Department, but it was, to a considerable extent, a disappointment to both the Department and the Editor; and, notwithstanding the service it did render, and the heavy sacrifices its proprietor made to sustain it, yet there were years when the speaker felt that an intelligent and rapid amanuensis in the Department, and the publication of official decisions in the daily papers at the seat of government, would have been more serviceable than the State subscription to the *Journal.* It was, however, steadfastly maintained and not suffered to lapse, and a more promising era has now been entered upon. In saying this much, Mr. H. was not unmindful of the sacred maxim—*De mortuis nil, nisi bonum*—nor in the slightest degree disposed to violate its spirit in this or any other case. In after years, when Dr. B. had invited him to join in the administration of the Soldiers' Orphans' School, and do the traveling field-work, old school affairs were talked over, and in the light of newly communicated facts, of which he had not before been cognizant, Dr. B. was just enough to admit he had not understood the real situation of affairs on certain controverted subjects, and gave credit that had before been withheld. And now let all causes of difference be buried out of sight, and the green turf rest lightly above him.

Mr. Hickok then referred to Dr. Burrowes's large mental calibre, and suggestive fertility of resources; and the great ability displayed in shaping an early school policy, and molding the organization of the system in its infancy—citing his last annual report in 1839, as, under the circumstances, one of the most remarkable documents in our educational annals; he being at the time a very young man, much younger than any of his successors in office, and without precedents to guide him.

Our Normal school law was written by Dr. Burrowes in compliance with a private request from the speaker himself to prepare a bill embodying State Superintendent Curtin's recommendations upon the subject in his annual report for 1856. The manuscript, which came in a few days, was accompanied by a private note, saying: "If you get this bill through, it will be the best day's work I have ever done, and the best winter's work you have ever done."

The bill did get through, "by the skin of its teeth," as an administration measure, near the close of the session, chiefly through the tact, address and influence of Col. Curtin, as head of the School Department and premier of the administration.

The suggestive paternity of the law is undoubtedly due in its general features to Benjamine Bannan, Esq., of Pottsville, whose elaborate letter upon the subject to Gov. Pollock, in the winter of 1855, had, in the course of current correspondence, been forwarded to Dr. Burrowes for him to look at, and he retained it, and it was never returned to the department. That letter and the development of the Millersville Normal School were undoubtedly the germs that brooded in the mind of Dr. Burrowes, until at the right moment they ripened into the law as it came from his hands.

Amongst his latest correspondence with Dr. Burrowes, shortly before his death, not having heard of his illness, was a request, from data furnished, to prepare a bill for the re-organization of the Philadelphia school system, which has largely outgrown its swaddling clothes, and needs extensive reconstruction. If he had lived, that service would no doubt have been promptly rendered.

In reply to other speakers, Mr. H. remarked that the entire agency of Thaddeus Stevens in our School affairs, consisted of two speeches in the House at Harrisburg; one in 1835 in defense of the Common Schools, in which he proved, by a dollar-and cent argument, that the Common Schools were cheaper than the pauper schools which they supplanted; and the other, by far the most eloquent of the two, in 1838, in behalf of higher institutions of learning, which he thought ought to be, and he hoped would be, republished in the *School Journal.*

The printed copy had fired his zeal, and kindled his imagination in his student days, at the time of its delivery, and he had not lost its inspiration yet.

One of the oldest fathers of our school system was probably Samuel Buck, a wealthy bachelor of Philadelphia, recently deceased at a very advanced age, who procured his election to the legislature for no other purpose than to establish schools for the people, and having gained his point retired permanently to private life.

Another patriarch in the cause was Hon. Samuel D. Ingham, of Bucks county, afterward President Jackson's Secretary of the Treasury, who was the power behind the throne in Gov. Wolf's administration, and is said, in an emergency, to have dictated coercive terms in defense of the cause, that were complied with.

In closing, Mr. H. thought the resolutions presented were judicious, discriminating and just, and he could vote for them cheerfully, as well as for any other testimonial that might be proposed. He thought, however, that the best and most appropriate monument to Dr. Burrowes' memory would be the publication in book form of his educational writings and addresses.

Prof. S. S. Greene, of Brown University, R. I., said no single State could fairly claim so distinguished an educator as Dr. Burrowes. Rhode Island claimed her share in him, as one of the great educators of the country. His name was well known there, and highly honored. He was one who wielded a powerful influence among teachers, and in his death had fallen one who was a power in the cause. Having known him personally and by his writings, he had desired to say a word of respect and honor to the memory of a great and good man.

The resolutions were unanimously adopted by a rising vote.

The resolutions of respect to the memory of Mr. Wm. F. Wyers were postponed until to-morrow morning.

State Superintendant Wickersham offered the following, which was unanimously adopted:

Resolved, That a committee of five be appointed to devise a plan for the erection of a suitable monument in the Capitol grounds at Harrisburg to commemorate the services of the chief founders and most distinguished promoters of our common school system, and report it to the association at its next meeting.

After some statements concerning the proposed excursion to Niagara, adjourned.

TUESDAY EVENING.

The academy was crowded, and the evening's exercises opened with the reading of an essay by Miss Jennie Reighard, of Williamsport; subject:

LABOR AND REST.

Labor and Rest are the two great lessons which the world first learned from its Divine Author. From His labor sprung its existence and in His rest originated the day of its sacred repose. These lessons were taught in the creation of our planet and its inhabitants, and they still speak to us from every change in the outward life of the one, and may still be learned from every advance step in the progress of the others.

At a small distance below the barren and rocky surface of our earth, there are to be found the treasure houses which, when unlocked, as many of them have been by the hand of labor, have proven the great source of our material prosperity. But these riches are not altogether the product of human skill and toil. They are now to be found, because ages ago, in the bygone time, the clouds, the air, the sunshine, these quiet workers of God, were over this same surface fostering into being a luxuriant vegetation. As some of the world's benefactors are but poorly appreciated by those who mingle with them in life, and are understood only by their coming fellow men, so this vegetation may have been little prized by the people who then walked amid its shadows and enjoyed its fragrance; but it is none the less valued now, since the lapse of ages has not only crystallized its leaves, and twigs, and branches, into mines of wealth and gems of beauty, but has also brought forth a race of people better fitted to appreciate this value.

As generation after generation of men passed from the stage of action, so, one by one, each of these silent members of the woodland worked out its life mission and sank to rest in its leafy tomb. The roll of centuries covered up their last vestige from the gaze of humanity. No fruitful soil or grateful sunshine can ever again wake them from their deep slumber, and invest them with the vigorous life which they once possessed. But, even in this state of rest, they are no less useful to mankind. The same trees which graced the lawn, gave beauty to the forest, or furnished shelter to the weary traveler in the ages agone, are now brought forth in a different form, to drive out from our homes the wintry blast, to deck with beauty the halls of art, and to so light up our cities and towns as to almost change their midnight into sunshine.

It is thus through the agency of labor that the vegetable and mineral kingdoms are made to contribute to our happiness. The work of the Divine Architect, slowly developing the earth, and keeping the universe in motion, furnishes the strongest incentive to human labor, and leaves it to adapt the varied forms of inert matter to our convenience and comfort.

The same relation exists in the intellectual world. God is himself the Great Educator. The whole earth, with its glittering rivers, grand old mountains, and shadowed vales, is His laboratory. The steel blue canopy of the stars is the map which he spreads out before us; the broad expanse of ocean, the canvas thrown out upon which He paints the beauties of the earth and mirrors the glory of the heavens. In every department of this great school the voice of labor is heard. It is murmured by the brooklets as they bubble up pure and bright from their home on the cragged mountain side, and thence work their way to the far-off depths of the valley. It is echoed back by the surging river as it marshals its tributaries and travels on its winding course through farm and woodland, until it finds rest in the ocean. Its music is chanted by the spheres as they roll in their ceaseless

orbits. The sweetness of every flower of the landscape, and the fragrance of every leaf of the forest, are freighted with the perfume of labor.

With such a teacher and under such a system of instruction, it is strange that there are any idlers. Idleness finds no encouragement. It is an unnatural condition, and hence it is that childhood is in many cases the most busy time of life. The first faint efforts of mind and body are then continually called forth by the attractions of surrounding nature. If no effort is made to go beyond the boundary line of these first attractions, the mental and moral growth stops, the wheels of progress stand still, and the busy child, sitting down into that inert and satisfied condition which we call idleness, becomes the worthless man or woman. It is the object of education to so lead out the faculties of the young learner beyond the circle of knowledge which affords entertainment in his childhood, that by successive discoveries of truth he may never grow weary, but may find that rest and enjoyment in the contemplation of each truth which will invigorate him for additional research, and higher attainment Education proposes to make nature no less interesting to him in the later years of life than when her enchanting beauties first sprung upon his vision, and awakened into life the first gleamings of his intellect.

It is only the earnest, active worker who is in symmetry with nature and can appreciate the instructions which she is always imparting, that can enjoy rest. There is no rest but that which derives its charm from labor. The idlers, who recline along the shaded walks of life, seeming to enjoy perfect contentment, know nothing about rest. It is only the zealous laborers, who bear the "burden and heat of the day," whether they toil in the field, the work shop, the State, the church or the schoolroom, who can enjoy the brief moments of repose which our pilgrimage affords. It is these who are fitting themselves for the glorious habitation, where the weary are forever at rest.

Mr. A. F. MacCollin, of Lebanon, sang the prayer from Stradella, accompanied by J. W. Andrus, of Williamsport.

Prof. Geo. R. Bliss, of Lewisburg, Pa., read the following paper on the

COMMON RELATION OF COLLEGES AND PUBLIC SCHOOLS TO LIBERAL EDUCATION.

The relation between the common school and the college in reference to liberal education is a theme less directly practical than would generally be thought appropriate to an occasion like the present, but it has clung to my mind as one which, on several accounts, might be considered by us with advantage. To have clear fundamental ideas of the nature and bearing of our work may often be quite as important and helpful as to understand the particular processes by which we are to reach our end. The essential nature, the "idea" of education, as we are engaged in administering it, is a topic at least suited to modify the spirit in which we labor, and so ultimately to affect our practice.

It is not unlikely that some, on hearing the title of my discourse, may revolt at it as implying the marriage of unlike species, and think that the relation between the common school and the college is like that anciently existing between the Jews and the Samaritans, "who had no dealings with each other." Many, no doubt, are great friends to the common school who think that colleges are a quite superfluous institution, and liberal education rather an ornamental luxury than a real advantage to its possessor. On the other hand, some who would highly prize a liberal education will think strange to hear it spoken of as coming within the scope of the common school. Both are wrong in the judgment of your speaker, and I hope to demonstrate such a relation between schools of these two classes, such an identity of aim between them, that something of dignity may accrue to the primary schools, in the estimation of those who prize liberal education, while the colleges shall seem entitled to some favor with the multitude of the friends of common schools

I assume that the college is an agency for the promotion of liberal education. This character has always been claimed by it; and I trust that it will long recognize herein its proper glory, although some circumstances indicate that the temptation will be strong to "change its glory for that which cannot profit." The desire for the "popularization" of higher education, leading to the establishment of special courses of study in connection with colleges, or of separate institutions for technical and practical instruction, but called "colleges," or universities—in this country only a more ambitious name for colleges—is in danger, no doubt, of confounding long established distinctions within the sphere of education, and rendering doubtful the precise function of the college. I still assume it to be the furtherance of liberal education.

But what is liberal education? It is evident that a definite understanding of this term is indispensable to any intelligent judgment concerning either its value or the relation in which it stands to any institution whatever. And the term, though familiar enough, is by no means of so obvious import that, for the purposes of a careful discussion, we may leave it to explain itself. We wish to employ the words in no novel or capricious sense, but to express exactly what they have for ages been intended to convey. Yet, if I could call attention to this point in a company of intelligent people who had not given considerable thought to it, it is almost certain that they would have formed a variety of conceptions of the special quality of *liberal* education. It is not all education, every one would say. The epithet "liberal" specializes a kind of education with a difference distinguishing it from other kinds of the same thing. And obviously we may discriminate between many varieties of education according to the point of view from which we regard it. Thus it may be, in respect to the place of its acquisition, common school, academic, collegiate or home education; with reference to its intended application it may be useful, ornamental, theoretical, practical; with respect to the province of our complex being, to which it specially relates, it may be physical, intellectual, moral; of the imagination, of the taste, etc., etc., almost without end. Perhaps the most ready and common explanation of the word "liberal," in the phrase liberal education, that we should get from the generality of men, would be "obtained at college." A man educated at college would be called liberally educated, and so he ought to be if indeed he has been educated there. But to define the term thus would hinder us from ascribing a liberal education to one who might have received an equal or even precisely like training and tuition at home or at any other place; whereas it is the main end of this address, to show that liberal education is pre-eminently, and of right exclusively the function of the common school also. In like manner I might set aside "professional" as an equivalent to liberal in this connection, which some would probably pronounce it, whereas it is no more so than "mechanical" or "agricultural," but like these is the very antithesis to what we are inquiring about. The lawyer, as such, is no more liberally educated than the blacksmith or miller, as such.

But when I say that "professional" is the widest sense,

including industrial, and equivalent to "occupational," is the antithesis to "liberal" in the phrase before us, you will at once perceive that I understand "unprofessional," "that which has no respect directly to one's particular occupation, business, calling," to be the proper sense of the epithet "liberal." The genus education may, with reference to our present inquiry, be divided into the two species of professional or special, and non professional, general or merely human; and the latter is liberal education.

To illustrate: we may suppose a youth to have been destined to some one of the vocations or handicrafts that encounter each other in the grand melee of life, and that he is set to acquire as directly as possible the education that should fit him for that. It may need much study or little; no matter, so long as it all has avowedly this end. Some occupations may in one view require no *study*, in the ordinary sense, at all. The carpenter, blacksmith, shoemaker, may acquire his art, doubtless, merely as a routine, by observing and imitating his master workman But even here one can only become an intelligent and thoroughly competent artisan by understanding the principles which are involved in his craft, and which once understood, enlighten all its processes, suggest improvements in them, and give him a more complete certainty of good result. These principles he may acquire through books, or by the voice of one competent to expound them; that is, in effect, by schools. Thus the carpenter may get help from the sciences of botany and chemistry in regard to the structure of his lumber, from mathematics in regard to the strength of materials, from architecture in regard to the proportion of the parts of structures on which convenience and beauty depend, &c. The blacksmith may profitably inquire into the nature, origin, classes of his iron and steel, the chemistry of oxidation, of welding of metals; the tanner into the chemistry of tanning; the cloth-dresser into the scientific explanations or fulling, dyeing, bleaching; while the agriculturist will find occasion for acquaintance with geology, animal and vegetable physiology, chemistry, and what not. In each of these lines of investigation there is plainly room for indefinite research, and there is scarcely any occupation that does not open a boundless field of scientific attainment in order to its most successful practice.

Assistance in the prosecution of such studies is a means of education; actual attainments of this kind are one branch of education. What I would desire to have you particularly notice in regard to it is, that it all has reference directly to proficiency in some particular business. It is good and profitable in so far as it makes the recipient competent for his trade. By it all knowledge, all culture, all discipline, is valued according to its tendency to professional fruit. The most important departments of study which lie aloof from this are of no account.

This is one kind of education, and, certainly, a very important one. In the present age, of all ages, and of all countries, perhaps, in our country, where illimitable fields of undeveloped and unexplored wealth invite the search and grasp of industry, where the primeval injunction to "subdue the earth" seems specially renewed to us, there may naturally be a preponderant eagerness for that knowledge and training by which men can most effectually possess themselves of the hidden treasures which await acquisition. It is every way reasonable and right that not merely the physician, the lawyer, the divine, but the farmer, the manufacturer, the tradesman, the merchant, engineer and miner, should have all possibly helpful apparatus provided for his more thorough mastery of the science, the history, the theory and practice of his art. In this view we may congratulate ourselves on the interest of late manifested throughout our land in polytechnic and agricultural schools, and wish that they may be established in sufficient numbers, under such intelligent supervision and with so liberal a supply of means as to bring within the reach of every workman all necessary knowledge of the principles and practice of his calling. Doubtless the wants of the whole community would thus be more adequately and more cheaply supplied, and a more rapid progress of invention and discovery, with a consequent increase of wealth, and comfort, and general culture, would result.

But, while thus allowing the value of this kind of education, and yielding not to its warmest advocates in a conviction of its necessity, I deny that it has any claim to be called *liberal* education, or that liberal education is otherwise than partially and accidentally promoted by the arrangements and institutions which it sets on foot. It is special, or practical, or professional education, and I have characterized it as the logical antithesis of liberal education, which also we may now the better proceed to describe.

What then *is* liberal education? It is general—while the other branch was special—embracing as far as possible *all* forms of discipline, and departments of knowledge; theoretical—when that was practical—or at least aiming not at all directly at the performance of any business calling; and whereas that was professional, this is *human*, and tends to fit its possessor for the widest circle of his responsibilities and duties; directly, that is, for what devolves on him as a human being, a man, and only indirectly for that which pertains to his special vocation It is education for its own sake, rather than because of its conceived utility in gaining a livelihood, which fits one for the highest development and efficiency of his whole nature; the education of the *man* as distinguished from that of the *workman*.

In this view of the difference between the two kinds, and the essential nature of each, I am supported by a multitude of authorities, of diverse philosophical tendencies, through past generations and the present. I will mention, particularly, the name of Dr. Thomas Arnold, head master of Rugby school, in England, a great and good man, whom I the more readily quote because, in addition to a profound acquaintance, theoretical and practical, with the matter in hand, he was himself an illustrious model of liberal culture, and at the same time instinct with the pure spirit of educational improvement, and universal philanthropy. "Every man," he says, "from the highest to the lowest, has two businesses; the one his own particular profession or calling, be it what it will, whether that of soldier, seaman, farmer, lawyer, mechanic, laborer, &c.; the other, his general calling which he has in common with all his neighbors, namely: The calling of a citizen and a man. The education which fits him for the first of these two businesses is called professional; that which fits him for the second is called liberal." The same idea has been expressed by Sir Wm. Hamilton, with abundant iteration, and by J. S. Mill; nor is Professor Huxley's account of liberal education, in reference to its essential aim, in any way incompatible with this. Time will not allow me to multiply citations as I could wish.

Nor is this necessary, since the very term liberal education, etymologically signifies what has now been ascribed to it. By "liberales" artes, doctrinae, liberalia, studia, the Romans, from whom we have derived the expression, signified studies, occupations, pursuits, befitting a free manliber as contrasted with those which they deemed menial, servile, viz.: the industrial avocations, all of which had the procurement of subsistence for an end. Liberal education is accordingly that which qualifies a man for independent human activity, as exempt from the necessity of special toil, and at liberty to seek his own

enjoyment in any rational way. In the same sense, substantially, the term in question has continued to be employed down to the present time, and as it represents a clearly distinct species of education, which will always remain distinct, and always be desired, it seems important to adhere strictly to this view.

But is not this, it is liable to be asked, a haughty and aristocratic idea of education--one which, however it might suit the lordly class in a nation of orders and castes, insults the equality of our political system? So we have read that men of the masses among us have argued and resolved, to say nothing of the delirious utterances of French or other communists—as if feeling that because they have missed or misused the opportunities for wide and generous culture, they would not willingly allow any to enjoy them. We have no slaves, it will be said; and what are elsewhere, or in other times, the illiberal, sordid arts of subsistence, are here the common occupation of us all, for which our education ought most directly to prepare us. And this statement touches, undeniably, on a peculiarity of our condition which is of real and great importance. We have no slaves, happily, but so neither have we, thank heaven, any masters. As we must submit to being our own servants, so are we permitted, under God, to be our own lords. That we have severally to follow, and, therefore, all specially to fit ourselves for some useful employment, is also true. In the sweat of our face we must eat bread. But if we are bound to labor we are free, also—most of us, in fact, and all equally free, so far as our political privileges determine—to rest in its turn, and cultivate, to some extent, those liberal studies which attract us as men and as immortals. Enjoying the immunities of a free state, we are charged with the responsibilities of free citizens, and may reasonably feel ourselves, each in his station, perpetually enjoined, as were the Roman magistrates only at certain perilous crises, to see to it that the republic receive no detriment. And what education do we not need for this? Especially are we free, as a people, to follow that higher vocation, supreme above all others and comprehending all, to which we are called as beings made in the image of God, capable of His service and subject to His final judgment. Thus the more urgently our lower engagements press upon us, the more earnestly need we beware lest, while professing ourselves the lords of the earth, we become its slaves. Our education ought to qualify us in the most perfect manner possible for our whole work and office as men, and most perfectly of all for the highest and most important part of it.

Having thus defined the idea of liberal education, shown its worthiness of the esteem in which it has been held, and the right of every man to a participation in its benefits, it would be in place, if time allowed, to develop a little more fully what lies enfolded in that definition, to explicate the conception, and to point out the means by which it is to be practically realized. This general, human education includes two branches, as I have, perhaps, already intimated; lies in two hemispheres, so to speak; may be separated in thought, although scarcely in practice, into two processes One is self-development—the calling forth, exercising, invigorating, perfecting of the powers of the man himself. This should secure to him the utmost possible physical well-being and hability; the accuracy and promptness of perception through all the senses, tenacity, comprehensiveness and readiness of the memory; liveliness and regularity of the imagination; clearness, strength and symmetry of the understanding; fertility of invention; vigor of will, sensibility and refinement of the feelings; courtesy in manner, and an effective capacity to express by tongue or pen the thoughts, emotions and will. That is one department of liberal education. The other consists in furnishing the mind, thus drawn out and quickened, with the elements of knowledge, the primary facts, seed-truths, concerning the universe in its various aspects and divisions, concerning man in particular, and concerning God; and, moreover, in delivering to it the keys of all further knowledge which may be required for all the functions, occasions and delights of non-professional human life. I have already assumed that the college occupies itself with this department of education. Its aim is to include nothing in its course but what is important to every man claiming education, and to omit nothing (regard being had to the time allowed it, and to the average capacities of its pupils), which is most important to the intrinsic development and personal equipment of men in our day for the highest success in any special career of exertion.

And it is obvious, I think, that the business of the common school lies wholly within the sphere of liberal education, as thus described, and mostly within the former and more important branch of it It intends to fit its alumni, not for any particular trade or avocation, but for life in whatever trade, or in no trade at all. That men find what they have there gone through with and acquired of great practical utility in their several callings, is in no manner inconsistent with this. The same is true of every stage and degree of liberal education. We by no means allow a distinction between liberal and useful education, between liberal and practical, but between liberal and professional, between what is useful for all and what is useful or practical for one. The essential thing is that all seek these advantages simply as men, and would need them just as much, let them devote themselves to whatever other pursuit they might.

It would be highly interesting, if we had the time, to trace the process of our common school training in reference to both these branches of culture, and show how it conduces to the general result. Taking the youthful mind while yet its faculties slumber undeveloped and inert, this process calls them forth in their order, perception, memory, imagination, judgment, reasoning, taste and conscience; gives command over attention, cultivates the power of abstract conception, and gives facility and accuracy in the expression of thought. Of all this it is capable to a certain extent. All this it has rudimentarily effected in innumerable instances, and if it does not effect so much in all instances it is not from any deficiency in the process itself, but because it is not adequately taken advantage of by some of the parties concerned.

Thus grammar and the reading of well selected specimens of our best literature represent the philological and literary department in an entire course of liberal education. This discipline may insure an understanding of the laws by which the expression of our mental operations is governed, and even when we search more deeply, of those by which the operations themselves come to pass. This enables us to apprehend exactly the expressions of others, and guards us against the abuse of language from which mankind suffer so deplorably in all their weightiest interests.

Arithmetic stands for the mathematical course, and, besides the obvious help afforded by it to every man in those calculations which he finds necessary, it powerfully aids in grasping abstract notions, and breaks the youthful mind into habits of patient and consecutive thought. Geography is capable of being so employed that it shall typify the natural sciences to the untrained thought of the young, as far as such *science* is possible for them. I am by no means satisfied, however, that the common school should attempt nothing more in this line of acquisition. Although natural science, as science, cannot yet

be taught, it seems to me that the facts on which that science rests, facts of natural philosophy, of minerology, zoology, and especially of botany, may be communicated to children, through some modification of the object lesson, and kindergarten systems, in such a way as while facilitating and enlivening the general work of the school, to peculiarly awaken the habit of observation in the pupil, and to prepare him for an appreciation of that library of literature in science which is the distinction of our day. To omit preparation for the natural sciences in even the most elementary schools, what can be a more pitiful anachronism when Agassiz, and Henry, and Morse, and Faraday (although dead he yet speaketh), and Tyndall, and Huxley, and Darwin, and Wallace, and Argyll, to mention only a few names of English renown, are flooding the world with scientific facts and speculations. If to what has been named, we add facility in writing, and the elements of drawing and music, a due proportion of which must, I think, smooth the progress of the school routine while it cultivates the taste, and if we suppose the whole to be administered under the plastic influence of a pure, benevolent and pious instructor, we certainly see provision made in the common school for awakening, drawing out and guiding to a good degree of development, most of the leading faculties of the mind.

And this, it is to be ever remembered, is the true, the essential education of the man; the *educing* or drawing out of the mind out of itself (such being the etymological import of the word education), the bringing of the latent potency of reason to a distinct, full, symmetrical consciousness of itself and mastery of its powers; the revelation of a man to himself, what he is, that he may clearly see for what God has made him. This, to a considerable extent, common school instruction is capable, as we have seen, of imparting.

When we add that, besides this disciplinary development of the mind, it can proportionately supply the principles of that general knowledge which has been shown to be one-half of the idea of education, its claim to the exalted favor of the community is abundantly justified, and the gratitude felt toward it by so many recipients of its blessings is explained.

I would be understood to speak, in all this, of common schools in their simplest form, such, for instance, as they exist in our strictly rural districts. And, in regard to these, I speak rather of their idea, of what they are capable of, and do in the most favorable circumstances attain. Of course in our cities, larger towns, and even in many villages, by the combination of several adjacent schools and the grading of the pupils, general education can be carried to a much more advanced stage within the the limits of the established system. With such happy success is this done in many places, that I wonder how any village, or even thickly populated portion of country, can content itself without a union or graded school. I know well some of the impediments in the public mind which obstruct the realization of such an Idea, but I must hope that the time is not far distant when every community will have the wisdom and liberality to provide the best possible means for the education of its children. It is scarcely too much to say that the political salvation of our country depends upon this, and upon this the proper advancement of civilization and happiness certainly depends.

As one deeply interested in the work of college education, I feel the necessity of a more generous, wise and earnest application by the people to their own training of our admirable public school-system. As the best administered primary school will contribute most to the grammar and high school, so the more numerous and effective these more advanced institutions, the more abundant and better grounded supplies will the colleges receive from all. For the latter are, I repeat, a mere continuation of the series, a further stage only, on the same route. They offer to those who desire it, aid toward culture, still further prolonged than that of the academy and high school, just as these do to the nurslings of the common school, and for precisely the same end, namely, more complete qualification for the total function of humanity. These colleges, no more than the common school, propose to train their pupils for any particular occupation, but to fit them somewhat more completely for the study and practice of any occupation to which they may be adapted It would be easy to show how, theoretically, the same process of formal and informing tuition is carried through this whole series of schools, by a regular progression but substantial identity of means,—philology, mathematics, science, logic, literature, history, psychology, ethics, sociology, rhetoric; and as no one can rationally *wish* to stop short with that measure of instruction and mental furniture which the primary school affords, but will crave the advantages of the grammar and high school, so it is certain that many who have worthily appropriated them, do and will feel that they cannot stop short of the most ample personal culture which is to be obtained in the land, and will rather wish that it were still more ample. So palpable does this seem to me, that I have long been persuaded that the same reasons which require the primary tuition of our children to be provided for by the State, require also that facilities of general education as complete as can subserve the public good, should be offered by the State to those who can profitably avail themselves thereof. Whether this can be accomplished in the actual circumstances of our people, and if so, how, are questions far too wide for me to enter upon now I will only add that this is the line—that of general, non professional education, in which the duty of the State to co-operate with individual effort is most clear. Let this be effectually provided for, and the means of special education for the various businesses of life, whether agricultural, mechanical, scientific or professional in the narrower sense of the word, are pretty sure to be forthcoming. This, however, merely by the way.

But let me not, in any of my discriminations between the two provinces of education, general and special, be understood to disparage the latter. That would be absurd. Every man needs both. Liberal education can no more qualify a man for a trade, or for the practice of law, than the most complete special training for any trade, even the law, can qualify him for the general duties of a citizen and a man. Let us simply, in reason's name, keep the two things, at least ideally, distinct. As far as practicable let us secure to each accomplishment its due order; first the general, then the special; first the blossom, then the fruit; first the man, then the craftsman. There needs to be a trained man that there may be a thoroughly capable workman.

Should any one possibly hesitate to admit the college to such a place in the hierarchy of agencies for the promotion of liberal and most useful education, I would say, in drawing towards the close of my remarks, that the objections apt to be urged to this right of the college are the same precisely as those by which some few avowedly, and many tacitly but practically, bring against liberal education in the common school stage of it. Neither of them is directly a means of bread and butter. "What is the use?" may be and is asked concerning one as well as the other. If it be said that some men without high education have risen to exalted positions in business, society, and even (perhaps I might say, especially) in politics, so, it may be answered, have they done without any edu-

cation (in the school sense) at all, being obliged to sign checks for vast amounts with a cross, ignorant of the fundamental rules of arithmetic, and as much nonplussed by "adjective" as by "aorist" or "gerund." That is but to say that a very imperfectly developed and polished man may, from the rough force of humanity that is in him, become a successful workman. But is this any reason at all why the workman should not need also to be a finished man? Does it not most loudly proclaim the desirableness that one should, if possible, devote a sufficient portion of his youth, while his faculties are yet plastic, and the engrossing cares of life are yet at a distance, to the laying of a broad foundation, in personal improvement and beautification, for the professional as well as the more general activity of after life?

But I have said enough to make manifest that our work, fellow-teachers, is one, and that it is a noble work. Our common aim is to make men of the undeveloped beings subjected to our care, men and women competent to acquire trades and learn to do business, but also to share all worthy duties and delights as individuals, in the family, in society, in the State, and in the kingdom of God In this we move in the same direction as those who labor to prepare their pupils for any of the industries of life; in the same direction, and sometimes on a parallel track, although the relation should rather be that we, in different stages, conduct the course where all youths walk together to the point at which they diverge into the several apprenticeships of business life. If their work fails of success it is a great calamity; still only a particular setting of the gem is thus lost; but on the due accomplishment of our part of the work depends the intrinsic manifestation of the qualities of the gem itself, its symmetry, its lustre, its beauty, its worth.

Mr. C. Linn Herrick, of Williamsport, sang "The Song of Jokes;" and, in response to an encore, "Who will Save the Left?"

Hon. H. C. Hickok, ex-State Superintendent, then addressed the Association at some length, giving an interesting

RETROSPECT OF THE PENNSYLVANIA SCHOOL SYSTEM.

He said the subject assigned him by the committee was very comprehensive in its scope, and, if fully treated, multitudinous in its details; but, owing to the late hour and hot weather, he would endeavor to present only two or three suggestive points, to illustrate the early struggles and resulting present prosperity of our common school system, and the true relation which our State bears educationally to other States of the Union, which he thought was much more creditable than many of our own people seemed to suppose.

There is an evident impression in some quarters that because the revised school law of 1854 had not been repealed, or adversely changed, it had therefore moved along of its own momentum, and that there was no serious difficulty in administering it, and that it required no effort to sustain it. This idea is the reverse of the state of the case. On the contrary, the struggle to sustain it was prolonged for more than five years before organized, and sometimes very formidable efforts to break it down were given up, and a final victory secured.

New York had established the county superintendency (first officially recommended in Pennsylvania in 1834), but after two years of effective work, and admirable reporting, it was abolished through the hostile influence of the wealthy eastern portion of the State. She never fully recovered the high vantage-ground then lost, although a somewhat similar office was subsequently created.

This office was established in Pennsylvania by the act of 8th of May, 1854, which also embodied other timely and powerful provisions, that, together, almost made a new school system, without supplanting the general features of the old one. It had been in operation about nine months, proving little more than its own general unpopularity, when a change in the State administration took place, and, if a merely passive or lukewarm support had been given to it, it would have fallen of its own dead weight; and its repeal was desired and confidently expected in many influential quarters. But the State administration that came into power on the 19th of January, 1855, seized this sinking school system by its drowned locks, and held it up until it could breathe the breath of life and stand firmly on its feet. That is the truth of history, and the historian who will take pains to inform himself on the subject with accurate impartiality, will so record it

This unexpected but firm stand taken by Governor Pollock, his eloquent personal advocacy of the cause of popular education at meetings held for the purpose, and his resolute exercise of the veto power to arrest retrograde legislation, created alarm and provoked determined remonstrances on the part of leading political adherents, on the ground that the system was too heavy a load to carry, and that its unpopularity would injure the party and break down the administration. But his purpose remained unshaken; and to his steadfastness in those days do we largely owe the flood-tide of prosperity on which the system is now so happily floating. The provisions of the school law were manifestly right in theory, but it was plain that it would take half a dozen years to put it into successful operation, and secure public approval and support by its favorable results; and the imminent danger was, that the legislature would knock it to pieces long before that time, and with a broken organization there could be but little hope of a successful administration of the system. The Governor intimated that it would not be done while he was there; and he was as good as his word.

It was of vital importance to the success of the system, 1st. That there should be larger State appropriations to lighten the largely augmented burthen of local taxation, amounting in many districts to 26 mills upon the dollar. 2d. That the system should be uniform throughout the State, and no legislative changes permitted to accommodate local prejudices or difficulties. Mr. H. mentioned two incidents to show how hard a task it was to get the one and prevent the other.

1. The act of '54 had increased the appropriation from $200,000 to $230,000, to cover the salaries of the County Superintendent. These first salaries amounted to $26,000 in all, for 64 superintendents; ranging from $150 to $1,500 each. The law required the salaries to be paid out of the appropriation to each county; and the people thought they lost money through this obnoxious office. In practice, the salaries were always paid contrary to law, by the State, not by the county; and in truth the usual pro rata to the districts was not diminished. An increase of salaries was indispensable to the better working of the office; but if the pro rata to the districts was cut down, a rebellion would be the result, and to guard against that danger more money must be had.

At the first session, the House fixed the school appropriation at $300,000, an increase of $70,000, or only 12½ cents per taxable. It was not expected the Senate would agree to that full amount, but it was not supposed there would be any opposition to splitting the difference.

Yet, when the time came, a wealthy and advanced educational eastern county sent a representative to lobby with effective influence in the Senate *against* the appropriation! Mr. H. said, after the first surprise was over, he well remembered the feeling of depression and disheartenment that came over the Department at the development of this short-sighted and illiberal policy—all the more discouraging because it was but the reflex of an honest and deeply grounded public sentiment If this was the programme to which they were expected to work, they might as well roll up the chart, throw up their hand, and let the thing go. If the State required, by law, a revolution in school affairs, new school houses, and better grounds, and furniture, and text books and teachers, at a cost in local taxes that the people had never before borne, and would not encourage and help them from her own treasury—if the rich counties, with their light tax of from 1½ to 6 mills on the dollar, and a 6 to 10 months' school term, were not willing that weaker counties, staggering under 12 to 26 mills for a 4 months' term, should be helped from the common treasury for the common good, when it did not add a single cent to the State tax—and of the money appropriated only three-sevenths came from the general State tax,—it was inconceivable how they could expect the school system to be operated at all, except as a merely local, fragmentary affair, of very unequal and defective character.

After an acrimonious and bitter debate, the Senate fixed the appropriation at $250,000, an increase of $20,000, or 3½ cents per taxable; and for that the department was profoundly grateful. This sum was carried by a majority of only one vote, and that came from a quarter where we had, at that time, neither an educational nor financial right to expect it. The Senator from Berks county gave that casting vote, and saved us. Mr. H. confessed he had had a kindly feeling towards Berks county ever since.

2. The antecedents, customs, and circumstances of the people were so different in different parts of the State, that it was an embarrassing thing to apply a general law to all cases that might arise under it; and the wonder is, not that more and better was not done, but that we have a *uniform* system at all. Time has proved, both within and without the State, that the leading features of our school system are of more general application everywhere than any other, and wherever carried out in good faith, have never failed of success; proving beyond cavil that it is peculiarly adapted to the genius of the American people, and to our republican form of government.

Local difficulties were continually presented to the Department for adjustment, oftentimes the result of attempts to bend the law to local prejudices. Failing in this, and in efforts to change the law, local bills were pressed upon the legislature to meet particular cases. These were troublesome from opponents of the cause, but when more responsible parties swung out into the same current, it became especially embarrassing. The 41st section of the act of '54 authorizes county superintendents to annul teacher's certificates; a very necessary power, vital indeed in those earlier years, and profitably applied in all the counties, some earlier, some later, according to their several stages of development. Yet, in 1858, when the system was still in its transition struggle, leading educational gentlemen, of controlling influence, presented in this Association resolutions asking the legislature to repeal that portion of the law, and all because of a local difficulty in a single district! If they had been adopted and presented to the legislature in the then uneasy temper of the public mind, the repealing movement would have been much more sweeping and unmanageable than its projectors suspected. Fortunately, the Association saw the impolicy and the danger, and rejected the resolutions.

Allusion was made to Mr. Curtin's order, convening the Superintendents during the session of the legislature, to meet them face to face, and to a rousing speech by the Superintendent of Lancaster county, Professor Wickersham, showing what had been and could be done by that office. Illustrations were also given, showing the dubious position of members friendly to the cause, but with an unsafe constituency behind them, and the expedients resorted to to save them, and at the same time defeat hostile legislation. He said he could only give a mere glimpse, from which vastly more, which lay behind, could be inferred, but he was not at liberty now, even if there was time, to go deeper into unwritten history. If it was proper, he could give names and facts that would create some surprise in connection with school movements. The enlightened and steadfast friends of education in the legislature, in all those years, should be held in grateful remembrance.

Reference was also made to the separation of the School Department from the Secretary's office, viewed from the standpoint of the public interests, as a right thing, done at the right time, and in the right way. The present strength and efficacy of the department is the logical result of the discreet severance of the ligature at that opportune moment. The patronage and power of the Governor are now very limited, and the value and influence of such a department as it now is, if an adjunct of the administration, would be far too great to be cheerfully surrendered, if at all, by either executive or premier. Those who suppose, as was contemplated, that the Department could be created in its present proportions, at the outset, by a single creative act of assembly, will see the improbability of the thing, in the fact that with all the present popularity and usefulness of the department, and the public confidence it commands, the appeal of the State Superintendent for so simple and obvious a *necessity* as a traveling deputy, which the legislature should have granted without a moment's hesitation, has thus far been denied. If this slight addition be refused, what chance would there be, even in this promising hour, for a full fledged Department by express enactment. Slow growth from small beginnings, is the law of educational progress in this State; and the School Department is not, and could not have been an exception to the rule. The legislature has always been too stubborn for that.

In those years, while clearing away the rubbish from the foundations, and securely building up the common schools, the colleges were elbowed out of the way, for the time being, not from choice, but from necessity—both could not be carried; the load would have been too heavy. But now the time has come when the higher education can be safely and profitably fostered, and should be. Not, however, as has been officially intimated, because the little learning of the common school has not been equal to its mission, nor because demagogues impose upon and mislead the people. Thanks to the pervading enlightenment and influence of our common schools, demagogues were never at so great a discount as now. Never before, in the history of our country, had demagogues so little power to mislead and impose upon the people, nor the average sagacity of the common people more infallibly accurate, in the main, in judging both statesmen and demagogues; rewarding the one, according to opportunity, and in due time discarding the other. The point made in the address of Prof. Bliss is well taken, that the common-school branches are themselves part of a liberal education; the generic paths or starting points that, as inclination or opportunity prompts or permits, lead out into all other knowledge. May those paths become broader and freer, for every pupil, every year.

The sturdy perseverance with which Pennsylvania has

moved forward in the line of educational progress, moving slow, but taking no backward step, has made her example felt beyond her own limits, other States following, in rotation, in her footsteps—Michigan and Ohio being the last to wheel into line on the question of school supervision—the influence of our State reaching into the New England States themselves. If the unity and strength of our system had not been resolutely maintained against all odds, think you these gratifying results would be witnessed now? New York broke down, and if we had broken down is it probable that any other State would have succeeded, or even ventured upon the experiment, when these two great States had failed?

Yes, the struggle has been severe, and the pecuniary burthen heavy; for we have no school lands, or endowments, or reserve funds, to fall back upon. In addressing the New York State Teachers' Association, at Binghamton, in 1857, Mr. H. said he stated the fact that Pennsylvania was then paying $2,500,000 a year of school tax; and was informed, after he left the stand, that New York would not bear that burthen for a single year, but would throw it off. What would they say to our $8,000,000 in 1871? About 1858, Illinois reorganized her school system after an examination of our laws and reports, and the superintendent's biennial report gave official credit to this State for a large share of the work; and other striking facts could be cited.

If you will carefully trace the school history of the several States, in chronological order, since 1854. you will find that Pennsylvania has not only not lagged tardily in the rear, but has now probably the best organized school system, and, by the force of her example, practically assumed the position, and exerted no little of the commanding influence of a leader amongst the common school States of the Union. Be it your ambition to not only maintain what has already been secured, but to make the augmenting harvests of the future still more abundant and bountiful.

The Association then adjourned.

WEDNESDAY MORNING.

The session was opened with prayer by Rev. S. K. Brobst, of Allentown.

MR. WILLIAM F. WYERS—IN MEMORIAM.

Mr. W. W. Woodruff, of Bucks, introduced the resolutions of respect to the late Vice President of the Association, in the following remarks:

Mr. President: It is with no ordinary emotions of sadness that I rise to announce what has already fallen upon all our ears, and weighed heavily on all our hearts Since our last annual gathering, a well-known member and former President of this association, Wm. F. Wyers, has accomplished his earthly mission, and now rests from his labors. His manly form and cheerful countenance we shall see no more at our yearly convocations. Nevermore shall we hear words of wisdom from those lips. Nevermore shall our meetings be enlivened by those peculiar and charming sallies of innocent wit. Nevermore shall we grasp in cordial friendship that hand ever ready for generous deeds. Death, who, in the beautiful and expressive language of the Latin poet, with whose silvery utterances our departed friend was as familiar as with his native German or his acquired English—"Death," who "knocks with equal pace at the doors of cottages and palaces of kings"—who knocks but once and always finds the occupant at home; has stopped for a moment with his chariot at the door of him whom we mourn to-day. Neither the tears of friendship, the prayers of filial affection nor the agonies of wedded love, could stay the hand of the destroyer. He "loves a shining mark." Remorseless and inexorable, with grim indifference he seizes his victims and bears them away. Could human learning have claimed exemption from his stern decree, we had not here been called to mingle our tears. Could a confiding heart and generous hand have secured immunity from the sad appointment for humanity, we had not mourned to-day. But grief and sorrow are unavailing. We can only cast a flower on his new-made grave, and drop a tear to his memory.

Mr. Wyers was the son of a Lutheran clergyman, and was born in the north of Germany on the 27th of January, 1812. His three brothers and an only sister died in early life, leaving him the only surviving child. Having been instructed by his father until fourteen years of age, he then attended for four years a classical school before entering the University of Heidelberg. He completed his studies and received his diploma at Leipsic. After a short time spent in travel, he taught three years in the family of a rich nobleman. Becoming an active republican of that day, and having published an article that aroused the hostility of the authorities, he was notified to leave the country in twenty-four hours, or suffer arrest. With only seventy five dollars in his pocket he started at once for America, and landed at Baltimore in May, 1842, thirty years old, ignorant of our language, without knowledge or experience in manual labor, without friends, and with not money enough to pay for a day's board.

I will not take time to detail to you, as I have heard from his own lips, his trials; his labors, with blistered hands and feet, in the copper and chrome mines of Maryland; his success in starting an evening class for the study of the German language; the visit from one of the trustees of the New London Academy, who found him up to his knees in water searching for chrome; his appointment as teacher of Latin and Greek in that institution, and as principal in 1846; his removal to West Chester in 1853; his appointment as principal of the West Chester Academy, in 1855; and of his labors and success since. I leave it for another, Geo. L. Maris, County Superintendent of Chester county, long a pupil and for years a teacher under him, to speak of the labors and generous deeds of those years.

A few words, Mr. President, in regard to the character of our friend, and I have done. And I will be very brief.

Mr. Wyers was an industrious man. He arose at five o'clock in the morning and gave himself to the labors of his school, with an unspent and unsparing devotion, until late at night. Some principals have great tact in making their teachers work; Mr. Wyers had great zeal for working himself; and what he may have lacked in tact and management, he more than made up by a tireless industry.

Mr. Wyers was a scholar. In classical learning especially he had few equals His memory was so tenacious that he could repeat page after page from Latin and Greek authors whose works he had not seen for thirty years. His knowledge of history was remarkable Those who heard him at our last meeting in behalf of the reading of the Bible in our schools will remember how familiar he was with the civilization of ancient times, and how strikingly he portrayed what Christianity had done for mankind.

Mr. Wyers was a public-spirited man. No matter of public interest ever failed of his sympathy and support. It was refreshing to witness with what positive pleasure he engaged in self-denying labor and generous benefac-

tion. He slighted nothing that he undertook; never forgot and never neglected an appointment, however unimportant.

Mr. Wyers was a patriotic man. His chosen country he loved with an ardor that put to shame many "to the manor born." With too many, love of country is a computable interest; with him it was a passion.

Mr. Wyers was a Christian. I make little account of his position as a ruling elder in the Presbyterian Church. I make little account of his having professed his faith after he had arrived at the maturity of his manhood. I make little account of those moralities and that conscientiousness which are so beautiful, useful and commendable, and of which chiefly the world takes note, and which, for that very reason, are often so delusive as tests of real character. But I do make account of that thorough penitence for a wrong done, and that whole-souled confession of the faults into which his ardent and impulsive nature often led him, which those who knew Mr. Wyers intimately, knew him so frequently to exercise and practice. For, after all that can be said of conscientiousness, integrity and rectitude—all so beautiful and desirable—it is alike the testimony of human experience and of divine revelation, that not the sanctimonious, fasting, tithe-paying, street-praying, self-righteous pharisee, but the penitent publican, the confessor and repairer of his wrongs; not the zealous, conscientious, persecuting Saul of Tarsus, but the repentant and believing apostle to the gentiles, is the man after God's own heart. And such was he whose place among us now is vacant. His infirmities were chiefly those incident to a fervid and earnest nature like his. Speaking here as his faithful friend, I would not represent him as he was not. And in view of his whole character, I ask you to cherish his memory as an accomplished and courteous gentleman, a zealous and laborious teacher, a warm hearted and unselfish friend, a trustworthy and useful citizen, and an active, earnest and sincere Christian.

Mr. President, I beg leave to offer the following

RESOLUTIONS.

Resolved, That the members of the Pennsylvania State Teachers' Association have learned with deep regret of the death of William F. Wyers, long a member, and once President of this Association.

Resolved, That in his death the Association has lost an active, useful, and accomplished member, the country a thorough and laborious educator, and the Commonwealth a patriotic and public-spirited citizen.

Resolved, That we deeply sympathize with the afflicted and bereaved family, and bear to them the assurance of the high esteem in which the deceased was held by the members of this Association.

Resolved, That the corresponding secretary of the Association be directed to communicate a copy of these resolutions to the family of the deceased.

Mr. Geo. L. Maris, of Chester county, said:

Though I feel that no words of mine are adequate to express the loss that many of us feel in the death of our instructor and friend, yet, as one who was closely connected with him, as pupil and teacher, for thirteen years, I consider it due to his memory, as well as to the feelings of those who have been the recipients of his bounty, to reveal a little of the unwritten and generally unknown history of his generous life. No student who was really desirous of obtaining an advanced education ever appealed to him in vain; his noble nature always prompted him to assist in every way in his power the efforts of deserving students, and many are the young men in our own and adjoining States, who, to-day, mourn the loss of a friend and benefactor. Had his efforts been properly appreciated, were the position of the true teacher properly recognized, he might have been with us to-day. After his long life of labor and trial, he died a poor man. No one knows how much he contributed by his generous deeds to the intellectual growth of our State. His own intuitive modesty has concealed forever from mortal eyes the knowledge of his magnanimous deeds, but the individuals that have felt the benefit of his helping hand will never cease to cherish the memory of one who was a true type of generous manhood. By the death of Mr. Wyers the county has lost a liberal philanthropist, the State a ripe scholar, and the nation a patriotic citizen.

Mr. Geo. F. Moore said: There are many present who knew Mr. Wyers who are far better able than I to pay him the tribute he so well deserved. Yet, as one long his pupil, and deeply indebted to that generosity of which Mr. Maris has spoken, I cannot fail to say a few words. As a gentleman, Mr. Wyers was kindly and courteous, with a courtesy that came from the heart. As a scholar of rare culture, as a teacher faithful and thorough, as an earnest worker in every good cause, especially in that of temperance, he was too well and widely known to need any eulogy. As a friend, the memory of many of you will pay him a more eloquent tribute than words could do The generous heart is still; the kind voice is silent; the hand ever so ready to work for the right is cold; and though his was not a perfect life, there were many of its traits we would all do well to imitate. May his mantle fall on some one of us.

Prof. F. A. Allen, Tioga, paid a brief tribute to the deceased, and expressed his willingness to contribute in any way that might be devised toward making up part of what he had sacrificed and lost.

Mr. H. S. Jones, Erie, said he had given a remarkable example of adapting the German character to American institutions. He brought a fund of scholarship from the schools of Europe, and applied it to the American system.

Mr. W. H. Parker, Philadelphia, said we had met with a loss that could not be replaced. His geniality, apt quotations, and ability to enliven a session that would occasionally grow a little heavy, will be sorely missed. We all considered him rather as a brother than a stranger. He was one who in reality loved his fellow-man.

Prof. Brooks: It is our duty and our privilege, when the grave closes over those whom we esteemed, to recount their virtues and bury their faults. In the case of Mr. Wyers, there are few faults to be buried, and many virtues to be recounted. I honor him as a scholar, as a teacher, as a man and as a Christian; but I especially honored him for his earnest, honest, sincere, manly opposition to certain features in our Normal system. Some of the opposition we meet with is simply factious; his was the result of earnest conviction. And it is peculiarly gratifying to remember to day that last summer, after fully discussing the matter, the hatchet was buried, and he expressed, in private and public, his warm interest in the success of our Normal Schools. But he is dead. We miss him to-day—his sunshiny presence; his words of wit and wisdom. We shall not soon forget him, nor cease to feel the influence he has left behind him. We could not sing to-day the songs with which he used to make joyous our homeward way, unless we could stand by his new-made grave, and sing them as a requiem there. When our time shall come, may some good friend be able truly to say as much for us as we can now for him.

The Chair then announced the following as the committee on the proposed monument to our distinguished educators: Hon. J. P. Wickersham; F. S. Christine, Philadelphia; W. R. Ford, Pittsburgh; Jesse Newlin, Schuykill; Edward Brooks, Lancaster; A. N. Raub, Lock Haven; and S. P. Bates, Crawford.

Prof. Jerome Hopkins, of New York, gave us an address on "Music in the Common School," of which the following is an abstract:

The object of the present discourse is to excite an interest among the teachers of our common schools for the introduction and development of that grand and humanizing agent, Vocal Music. I have listened since this Association convened to a good deal of spread-eagle talk about social, financial and educational progress, as shown by the city we are in, the State at large, and the common schools of the State, but I have not heard a word about the advancement of the science of ethics, nor of the arts, which aid morals sometimes far more than religious societies do. We musicians are overwhelmed with confusion and indignation on looking about us and seeing our art so lamentably neglected by corporate bodies, that its absence, in a very rudimentary degree, is often the cause of awkward mortification. For instance, when you were disappointed by the quartette club yesterday morning at the opening of this Association, how grand it would have been for a chorus at once to have offered itself from among these hundreds of young ladies and gentlemen, members of your own organization! We can see no good reason for rudimentary vocal instruction being longer kept out of your schools as an intellectual study, while every other reasonable advantage is offered in those same schools. I well know the feeling of opposition to music in the schools prevalent among nearly all teachers who are not themselves musical, but I ask if this opposition is a *reasonable* one?

I earnestly entreat the Teachers and School Commissioners to consider this subject in its broadest sense. Let them reflect upon the history of Art, not only in some of our own cities, but all over Europe, and they will find that a musical education, so far from *hindering* improvement in other branches, actually helps it. It forms a recreation the most healthy to both body and mind; it quickens the perceptions and sharpens the wits, and in after years, (upon the authority of Milton I give it,) Music forms the dearest and most priceless solace of maturity and old age. I speak on this subject with deeper earnestness from my extended experience among all classes of the musical world in New York for twenty years, from the children of public orphan asylums, up to the most highly polished artists of the opera and Philharmonic Society. Ten years ago it was my privilege to found the Orpheonist Free Choir Schools, of New York, which for six consecutive years have now given a yearly spring tide festival of song at the Academy of Music in that city, and my office as director of those schools has given me abundant opportunities for learning the truth about the natural average musical capacity of the *masses*, or I should not now speak with such positiveness. Over six thousand men, women, girls and boys, have received *free* vocal instruction in these Orpheonist schools since their inception, and hundreds have been thereby enabled to earn money, while *all* have been elevated, refined and improved by a knowledge of this delightful art, which is the only one whose influence can be made *almost* universal.

If we ever are to have the reputation which the Germans now enjoy, namely, that of national innocence; if we are ever to wipe out the stigma which we now suffer, namely, that of being a nation of rowdies; if we are ever to command the respect of foreigners in the amenities of social intercourse, according to the highest standard, surely a national cultivation of music must lead the way, and most indubitably the proper cradles of our beloved art are the common free schools, which are so justly the national boast of our great and glorious country.

At the close of his address, Prof. Hopkins played a fantasia from Il Trovatore.

DISCUSSION.

The discussion of the paper read yesterday, on the Relation of Common Schools and Colleges to a Liberal Education, was announced to be in order.

Prof. S. S. Greene, of Brown University, Rhode Island, opened the debate. He felt an interest in the question, especially as the earlier part of his life had been devoted to common schools. He had lost none of his interest in them by his connection with the college. Indeed, there were many reasons why that interest should be increased. It was the special function of the common school to impart instruction in the elementary branches, and this kind of education lies at the foundation of all higher learning. Liberal education belongs in common to the school and college, and any antagonism between them is a misfortune. He was glad to hear that Pennsylvania had only set aside her colleges for the time, and that she was now coming up to a higher growth. The

higher institutions must not be neglected if you would elevate your course of education to its highest efficiency.

For convenience, let us divide education into elementary and higher. Though we may not fix the limit of these divisions very exactly, it will answer our purpose to show what the State is bound to do, and what other institutions ought to do. The State must give the elementary instruction. If she shall see fit to go on, and carry education in high schools beyond the limits of the elementaty branches, it is well. Fortunate is that city in which the public funds are appropriated to sustain as well the high as the grammar school. If the high schools had no other value, they would be worth more than their cost by the influence they exert in raising the standard of the lower schools. He was glad to see the public schools coming up toward the higher education, and hoped they would come up to their highest possibilities; but after that there would still seem to be a demand for higher schools, whose special office should be preparation for college, and where should be laid the foundations of the higher and more liberal culture. We must not rely too much upon the public high schools as feeders for our colleges. In the larger cities, like Boston or Philadelphia, the high school may be divided into two departments—the classical and the scientific—and in the former thorough preparation for college may be given; but in smaller cities no such division is practicable, and it is impossible to excite the same spirit of emulation in a class where most of the pupils are destined for business life, as in a strictly classical school.

Besides, in a school supported at public expense, it is natural and right that public sentiment shall determine its character, and thus the chief force of the instructor is directed to the training which the practical public most generally demands. Especially in the rural districts, where there are no high schools, do we need well-conducted academies. Most of those which formerly existed have faded away as the public schools progressed; some have been turned into good high schools, and are working well; but there still is, and will be, a place for a certain number of good academies, where those who desire a classical education may send their children to acquire the true spirit of the scholar. The higher the character of this preparatory training, the greater will be the corresponding improvement in the colleges and professional schools.

To bring up education to its highest proficiency, we need the services of men who have acquired an education that the State cannot give—men of mark, and these can only be secured by lifting up the higher institutions. When we do this, their work will soon come back to us, to bless the lower schools. In these higher academies, besides the classical department (which would be the prominent feature,) he would also have a scientific department for the benefit of those whose education is to be completed there. He hoped the normal schools would increase and multiply, as they were doing a great and good work. There ought to be no antagonism between any of the instrumentalities for educating our people; nor should too much influence be withdrawn from the higher schools and poured upon the lower. We must cherish our classical schools, and prevent our colleges from being left in the rear, by teaching our youth to look upward toward higher and more liberal culture.

Dr. Taylor said it was the efficient organization of the common school system that gave it the advantage over the colleges. Since the organization of the Association in 1852, we have all been working together, and bringing in men and women with brain-force from all sides to help us in building up our system. There are a few things which we know in Pennsylvania. We can dig up iron and coal; we can make railroads, which capture all the others in the world, and we have organized a school system that must finally "bring the answer." He prophesied that it would sooner or later be adopted by all the States, Rhode Island included. In our teachers' institute —the child of this organization—we bring together the learned professor and the humble teacher, and all receive fresh inspiration from one another.

But we do need about eighteen academies like Exeter and Andover, or like the one over which our friend Wyers presided—schools where by thorough training our youth may be grounded in the elements of that higher classical culture, which is the great need of Pennsylvania in the year of grace, 1871. We want schools which will correspond to the gymnasia of Germany, from which the youth may go to college thoroughly prepared. Unless we soon have a better training, to give us broader intellects and Christian hearts, the wealth that we gather so rapidly may ruin us at last. We need a culture that will excite ambition to build up things that will not perish with the using, but will last for all the generations to come.

Prof. Bliss asked the State Superintendent whether the theoretic connection would not lead to the conclusion that it was the duty of the State to provide for the maintenance (including oversight) of a sufficient number of colleges?

Prof. Wickersham: That is one of the live questions of the day. In 1867, when the department came into my hands, I was exceedingly desirous of maturing some such plan. Having already embraced in the system the common school, the teachers' institute and the normal school, it seemed that the time had come when it might be judiciously extended, to embrace the necessary academies and colleges. With this view, a meeting of representatives of the different institutions was called, and a plan submitted which met the approbation of all. A bill was prepared to be submitted to the Legislature, but it was found that all the influence we could bring to bear was not sufficient to melt or even affect the political iceberg found there. Good men there were in both Senate and House; but not votes enough could be secured to pass the bill, and its passage was not pressed.

The plan has not been given up; it is as near my heart as ever; and the department only waits till the iron be hot to strike with all its power. The work is delayed, but not abandoned. The plan constantly gains friends, and the policy will be adopted at no distant day. I believe the day will come, and I trust it may be very soon, when there will be an organic connection between the common school, the high school, the classical academy and the college—the Normal School exercising its distinctive function—and when the blood will circulate freely through the whole body of a complete system; when education up to the highest point in classics and mathematics shall be free to every one of our 900,000 boys and girls. Not till then will Pennsylvania have done her whole duty to her children.

The common schools have been growing immensely in the past six years. A few figures contain a volume: in 1866 the system cost us $3,600,000; this year, including the schools for our soldiers' orphans, it will cost no less than $9,000,000. Yet we are sorry to confess that this wave of progress has not reached the colleges. While the common schools make these tremendous forward strides, the colleges remain almost stationary; and it becomes an important question, Why is this so? It is because the colleges have no *feeders;* they are like trees without roots. The classical academies, so numerous in years gone by, have almost entirely disappeared, "withered up," as Prof. Greene says they have done to a great extent in New England. Students in large numbers come from them to the colleges no longer; and the colleges have as yet formed no close connection with the more vigorous public high schools that have supplanted them. And I say to our friends of the colleges to-day, that if they do not want to witness this result, they must awake to the fact that these high schools are now the only feeders of the colleges, and recognize them as such; and then they will soon send up streams of young men and women that will fill to overflowing all the good colleges in Pennsylvania.

To arrive at this result, there must be an intimate sympathy between the college and the school. Let the professors and presidents of the colleges meet us here in our Association and at our Institutes. Let the college come to the school, and take the poor boy by the hand as he comes out. A few weeks ago I was present at the laying of a corner stone for a new public school building, that will cost some $80,000. The President and faculty of a neighboring college were there; and they were on the platform at the High School commencement in the evening. The six young men who were graduating there had all been admitted to the Freshman class in the college on the hill—several of them the sons of poor working men.

They had all gone up through all the grades of the common schools, and with their high-school diplomas in their hands they were going up to taste of the fountains of knowledge flowing from the college. I congratulated them with a full heart, and was sorry only that the seven girls of the graduating class had not the same opportunity. The relations existing between the public schools of Easton and Lafayette college must be made to exist everywhere. Every one of our high schools and graded schools must thus become a feeder for our colleges, and when we have come to the realization of this, the heart of the system in the common schools will send up such streams of warm blood to what ought to be its head, that they will burst the walls of the colleges with their crowds of students. Let us all labor to hasten that day; and as Pennsylvania railroads branch out and take possession all over the country, so will the Pennsylvania common-school system remodel that of other States, until we build up the grandest educationl fabric the world has ever seen.

Mr. E. A. Singer, Philadelphia: The whole system should be unified—from the primary school through the intermediate and high schools to the college. Where necessary, let the State aid or establish academies, under such government as to make them parts of the system. Then let us have free colleges, on the plan of our normal districts, though perhaps less numerous; and to crown all, a State University—the normal schools filling their special province.

Rev. S. K. Brobst, of Allentown, had been opposed to this idea, but had been converted, and now believed that much money might profitably be given to higher schools and colleges. The State is too rich—there is too much money at Harrisburg—and it can afford to be benevolent. We find talent more frequently among the poor than the rich; and the time has come when every talented boy and girl in the State should have the opportunity of receiving the highest education. The colleges are not so progressive as they might be, and he believed professors might take a lesson from these teachers, and assemble with them for mutual improvement. He believed the State Superintendent's plan was the right one.

Prof. Wickersham remarked that the last speaker was a concrete answer to the opponents of the plan. By means of such sound conversions it will sooner or later be adopted.

The Chair suggested that no committee had as yet been named upon the place of next meeting.

W. H. Parker, Philadelphia, proposed that the Association now fix upon Philadelphia as the locality.

H. B. Whittington seconded the motion.

After some discussion the motion was withdrawn, and it was agreed that the place should be selected this afternoon, immediately after the nomination of officers, the latter to take place at 4 P. M.

Adjourned.

WEDNESDAY AFTERNOON.

Vice President Charles W. Deans called the meeting to order. The Committee on revising the Constitution reported through its chairman, Prof. Parker, as follows.

CONSTITUTION.

The teachers and friends of education of Pennsylvania, as a means of elevating the profession of teaching, and promoting the interests of education in our State, adopt this Constitution and the following By-Laws:

ARTICLE I This organization shall be known by the title of the Pennsylvania State Teachers' Association.

ART. II. Teachers, school officers, and friends of education, who desire to become members of the Association, may do so on payment of one dollar and being enrolled; and may continue to be members on payment of one dollar annually.

ART. III. The officers and standing committees of this Association shall be a President, two Vice Presidents, a Secretary, a Treasurer, a Ticket Agent, an Executive Committee and an Enrolling Committee, each consisting of five persons.

ART. IV. The President and Vice Presidents shall perform the duties usually devolving upon such officers.

ART. V. The Secretary shall keep the minutes of all meetings of the Association, and read them when called for by the Association. He shall have power to employ a phonographic reporter.

ART. VI. It shall be the duty of the Treasurer to receive and keep all funds belonging to the Association, pay out the same only on orders signed by the chairman of the Executive Committee, and report the condition of the finances at each annual meeting of the Association.

ART. VII. The Ticket Agent shall secure railroad facilities, make arrangements for the Association, and furnish information to persons wishing to attend the meetings.

ART. VIII. The Executive Committee shall manage the general business of the Association, and carry into effect all its orders and resolutions; they shall devise and put in operation such other measures, not inconsistent with the object of the Association, as they shall deem best; and they shall keep a full record of their proceedings, and present an annual report to the Association. They shall prepare a programme of proceedings for the meetings of the Association, and print it, and the Constitution and By-Laws, and all standing resolutions, for the information of members.

ART. IX. The Enrolling Committee shall collect the annual dues and pay them to the Treasurer, and shall prepare lists of the members of each year, with the post-office address, and such other information as may be needed by the Ticket Agent, classifying the names by counties, and shall furnish the Secretary and Ticket Agent each with a copy to be entered on the minutes, read at meetings for correction and information, and published in the SCHOOL JOURNAL.

ART. X. The officers and standing committees of this Association shall be elected by ballot at each annual meeting, and shall enter upon their duties at the close of the meeting at which elected.

The nominations shall be made one session before the time for election; all the names of persons nominated for President shall be printed on one ticket; all the names for Vice President on another; and all the names for other officers and standing committees on another. At the time of the election, in voting for President, the member voting shall strike off all names but one; in voting for Vice President, all names shall be struck off except those of one lady and one gentleman; in voting for other officers, all names shall be struck off except one for each office and five for each standing committee.

ART. XI. One stated meeting shall be held annually, commencing on the second Tuesday in August; and other meetings to be left to the option of the Association, or to the discretion of the Executive Committee.

ART. XII. This Constitution and the appended By-Laws may be altered or amended by a majority of the members present at any regular meeting, when notice of such proposed alteration shall have been given on the first day of the meeting.

BY-LAWS.

First.—An Auditing Committee, consisting of three persons, shall be appointed by the President on the first day of each annual meeting, whose duty it shall be to audit the Treasurer's account, and report the condition of the treasury to the Association during the meeting.

Second.—The Executive Committee shall have power to appoint a Local Committee, to make the necessary local arrangements for the meetings of the Association.

Third.—The Secretary shall be paid ten dollars, and the Ticket Agent fifty dollars, annually, for their services.

Fourth.—The President's Inaugural Address shall be delivered on the first day of the annual meeting.

The report was amended, making the salary of the Ticket Agent $50 instead of $25.

The blank for time of meeting was filled by inserting "the second Tuesday in August."

The report was then adopted.

S. C. Shortledge, of Kennett Square, Chester county, then read a paper entitled.

THE NEXT STEP.

Buckle's assertion that "every great reformation consists not in doing something new but in undoing something old," has not the same application in our country. We have only to find out new things. Our habits of thought and action do not accustom us to cling to musty traditions. Our fathers have undone the old, we must do the new—and yet our work is but a sequel to theirs. Education fills out their system of liberty. The University of Virginia was the work of Thomas Jefferson's latest years, and in his epitaph, written by himself, it is one of the three things mentioned. He styles himself "Author of the Declaration of Independence, of the statute of Virginia for Religious Freedom, and Father of the University of Virginia." Political Freedom, Religious Liberty, Education, are his monuments. To these he devoted his magnificent life and most beautiful character. As Educators, we cannot ignore either Political Freedom or Religious Liberty. To both we owe our patriotic allegiance and the consecration of a share of our influence. Our work is to advance the three. The Educator is one of the reformers of the New York *Nation*, whose work is "to adjust the relations of the individuals of the great crowd to each other, so that they may be enabled to lead a quiet, and comfortable, and free life. There is no need, therefore, of his hiring himself out to a 'cause,' or taking service under a banner, or calling himself either a preserver or an uprooter. He will preserve or uproot just as seems best, and without fancying that there is any more merit in one kind of work than in the other, or that it is a peculiarly noble thing to keep continually putting down plants and sowing seeds which he has no reasonable ground for believing to be suited either to the climate or soil. He will not, in order to give the laborer a better chance in life, spend his days howling against capitalist greed; nor, in order to elevate women in the social sphere, devote himself to denouncing men and marriage; nor, by way of promoting municipal independence, apologize for the burning of cities.

I trust that we are all true reformers. We are surely all ready to take "the next step" if it can be shown that we shall find a foot-hold, not in enthusiasm and sentiment, but in the results of truths collected, arranged and compared—a foot-hold in human experience. Reforms that interest us as educators must begin with the primary school, yet all departments of public instruction are so intimately blended that I can scarcely consider changes here without touching on reforms, that will be more fully discussed in another part of my remarks. At present the condition of the district school is left to haphazard work. No report of the superintendent does justice to its condition. We have his glowing accounts of the educational progress which we are no doubt making, but its beginnings are in a fearful state of disorder. Who, in Pennsylvania, I ask, controls the education of the children of our great commonwealth while they are in the public school? Who selects the text-books and systematizes the classification? Who grades the students? Who orders the changes that must necessarily be made at each stage of the pupil's progress? Who makes out the course of study, saying when the child shall begin arithmetic, penmanship, geography, history, grammar, in short, what shall be his course of study, wisely marked out? You who teach in private institutions, you excellent public school instructors, you superintendents can testify that all is now chaos, and that it is to the young teacher's credit that affairs are no worse. They enter on their duties with hearts throbbing in fear, with a noble purpose to do their duty; but high resolutions cannot fill the place of experience. Do we not therefore need a new order of things?

Except in boroughs and villages where the schools are graded, for each school appoint three directors—president, secretary and treasurer—who can look to the interest of the school to which they must send their children. At present six directors may manœuvre in the choice of teachers so as to procure the best instructor for a particular part of the district, while the whole township pays for its superior opportunity. Though the abuse of this power may be rare, and though the enlightened public sentiment supports an efficient teacher at a difficult post of duty in another section, where ignorance opposes good instruction and discipline, we must still maintain that independent action on the whole subject will secure the greatest advancement. At present our directors, with few exceptions, visit the school only at long intervals. One officer occasionally steps into his own school in order to see what is being done, but his inspection seldom reaches the condition of its classification, its order, its progress, so that what little is really known comes from the pupils, a class always unable to report the true status of an institution We therefore find our best interests jeopardized by neglecting to establish a system which might secure us officers whose duty would be clear, and subject to scrutiny and criticism in case it were neglected. Some of those who have been, or are still, efficient school directors, are foremost in demanding a change which will place the responsibility for the management of each public school on men who, in accepting office, will be sure that the work to be done is defined and that the field of labor is clearly laid out. Having chosen our three directors for independent districts, why not pay them for a fixed number of visiting days?

It is a mistake to expect business men to neglect their own affairs in the interest of education without some recompense. We pay road viewers, we pay jurymen, we pay nearly every public officer, and yet the school director must perform a most responsible service gratis. Their labor is a charity, and herein lies one serious defect in the system. "Nothing comes from nothing." If there are men who would rather not receive pay for the work, they can return the amount in school fixtures; but we insist on the appointment of good citizens as directors, and maintain that they should be required to visit their schools one full day in each month, and report the attendance or non-attendance of pupils, cause of absence, the age, the classification from the alphabet to the highest grades, all cases of needed discipline—in short, a full and accurate schedule of the studies, and a concise review of the condition of the school. These reports should be made public by the local or county superintendent, through the county papers. We thus effect an organization which we have not at this time.

A number of these districts so governed should be assigned to a local superintendent whose duty, in part, would be to aid the directors and teachers in the organization and classification of schools. Is the plan feasible? Let us then leave the local superintendency for a few moments, to consider the county superintendent's duties, which are comprised under these heads: Examining teachers, holding institutes, visiting schools, and making out reports of his work. They are easily understood, but not easily performed. The post is no sinecure. It is one of the most responsible offices in the county, and yet the general public gives it little thought at the elections, and less meantime between the triennial meetings of the directors. We hold that all these small examinations advertised in the papers, and to be held at some obscure

school-house, should be discontinued, and that in the fall and spring a critical test of scholarship among applicants for district schools should be made at some suitable place to be designated.

The hasty meetings of the superintendent and directors are unjust to the teachers and unsatisfactory to school boards. It is an utter impossibility for any one man to do the work expected of an examiner at such gatherings. The result is that officers select instructors as much on account of their appearance as the scholarship indicated by certificates, and much more frequently on the recommendation of those who can give correct information about the applicants in the presence of school boards who show no confidence in their accuracy. We intend no reflection on superintendent or school boards. The system is all wrong. It pretends to accomplish too much, and displaces a very valuable and accurate mode of doing the same work, for whose admirable thoroughness we have but to cite the evidence of our best colleges. University examinations of students who apply for admission mean something. These would-be Freshmen, to the number of two hundred, take their places at desks, in a large hall, and there, in the presence of a dozen examiners, write for three or four days all that they can say in answer to printed questions, designed to ascertain what the applicant knows or does not know. All receive the same papers, and to insure fairness, some of the lists have two sets of questions, either of which can be chosen. After such investigation, the professors examine and grade the answers deliberately and with mathematical accuracy. Can any plan be more fair? We know of none, and we have faith that the colleges would accept a better were it in the mind of some wise educator. But it is not. They but improve the present plan by greater thoroughness in their printed questions. It is not too much to assert that half the certificates which have been given were never worth the blanks on which they were written. The persistent custom of giving new applicants certificates below their scholarship is unfair and pernicious in its results. If the superintendent's remarks mean anything, they mean that Mr. A. is "very poor," "poor," "middling," "good," "very good," &c., in certain branches, and when more or less than this is expressed or implied, because of time in the profession, then the paper misleads, and is so far a sham What can be the objection to this college system? Will the superintendent give it a trial? Of course, opposition will be made to a change, but we venture the prediction that it would soon be a popular innovation. After this improvement has been adopted, and his *assistant* has closed his two annual examinations, he can begin his local institutes; or, if these examinations can be more efficient as a part of these institutes, we see no objection.

In fact, the local institutes may be the best place at which to conduct these examinations, for in a meeting of five days' duration a certain portion of the time, certainly two hours each day, could be assigned to the work, and assistant examiners would then be at hand to aid in the test of scholarship.

It is apparent that whether you prefer two hours or six, two occasions or six, that your examinations become accurate and command public confidence. The assistant examiners would be the assistant local superintendents, who are to aid the county superintendent in a work that is at present, we think, too great for one officer to perform as it should be done. By this simple plan, the examinations having been systematized, the superintendent, with his aids, visiting, organizing and classifying schools, meeting directors and the people at institutes, becomes a far more valuable officer. His assistants report the condition of the public school which they have aided the teachers and directors to organize, and all their joint labor is efficient.

They report to the State Superintendent, but their reports will be full and accurate, affording their chief the minutest details of each school in the state.

After a reorganization of our systems of directors and superintendents, the district can be made an important link in an educational chain.

Going beyond the public school, we shall hope soon to see the district high schools force the academy up higher. I am not quite so unselfish as to sympathize with Mr. Wendell Phillips in his democratic aspiration, that the time may come when a private school teacher cannot earn his bread; but if public schools can be made so thorough and so popular that there shall be no need of the academy, so let it be. Next to the township high school should be a county public school, with tuition fee, and this the fitting school for a grand free State university, the future capstone, I trust, of our educational edifice. Where, you ask, is the normal school? Granting all praise to those men who have so nobly and unselfishly contributed their means to establish our schools for teachers throughout Pennsylvania, I am convinced that such schools as receive State aid should become State property. They have served the commonwealth most grandly, but their highest mission will be filled when they become a part of the public school system—the property of the people and subject to their votes. We, the people, elect school directors—we, the people, hope soon to elect county and State superintendents, as well as their assistants, by popular vote. We shall elect the managers of the district and county high schools—why not of the normal, if it is a State institution, receiving State aid?

Possibly, I may be in the dark at this stage of educational progress, and many will disagree with this position. Is it impossible, however, to organize public instruction on this basis, or are our excellent normal schools the highest free public institutions for the youth of our state? We have a few excellent colleges, it is true, and these are rapidly improving, but if we look about us conviction forces our unwilling assent that we have no university. Where in Pennsylvania do its proud alumni meet to represent all sections of our commonwealth at their *alma mater*? Where in Pennsylvania is the institution that is to invite the first intellect of the land, these coming years, to accept the training? Proud of our material progress, first in many great industries, we are sadly behind in the new university education. We are neglecting the details of the lowest and the claims of the highest citizen. We have no Yale or Harvard. Summer after summer we have our college commencements, but in them there is no new inspiration that rouses the youthful student of the State to a high purpose—and yet we have talent. I look upon these great business kings of Pennsylvania in admiration. They are giants to the cultured pigmies which we find in such numbers everywhere; but conceding all that we are proud to claim, the truth still remains that, first though we be in our progressive public school system, according to the testimony of our most wealthy states separately, we have not what we need—a great university. Have we been watching the progress of the first university of this country? Will you allow me a few moments to outline the advancement of Harvard, even if we do lead Massachusetts in our public educational system so ably set forth?

The vigor of the best type of American manhood is hers Within a few years she has come up to the level of the universities of Europe, and this growth has been accomplished because her professors, in large numbers, are graduates of these foreign institutions who have only

brought home the lessons that they have learned abroad. Shall we be able to learn from the example of Harvard, if we cannot ourselves go to the fountain at which she drank this draught of youth? The Harvard College catalogue exhibits the widest range of studies in the undergraduate department. But in the university schools we find the same progress that the undergraduate department has felt. The changes in the medical school are a revolution in medical science. These inaugurate a thorough course of study for medical students, which they must commence under instructors in the recitation room. Two years of scant pickings at lectures will no longer send forth a full fledged M. D. to prey on society for subsistence and experimental knowledge. The regular law course has been extended to two years, and the degree can only be obtained after an examination of six hours a day for one week. The Bussey constitution is the agricultural college of the university. It has a new building at the "Bussey farm" for the recitations and experiments, that are to be in charge of an able corps of instructors. Glass houses are to be constructed, and the plan includes a wide range of agricultural experiments. A thorough knowledge of scientific agriculture and horticulture can be acquired.

It has a large fund and is, therefore, peculiarly independent, which secures efficient work in the interests of science. A school of Mining and the Lawrence Scientific make up the full list of the colleges. A department of the last school is for teachers. It comprises instructions in chemistry, physics, natural history, etc., for one year. Here is a normal school of the highest grade as an adjunct to our greatest universities. Teachers can here be trained to give instruction from flowers, minerals and other specimens, in a practical way, but these opportunities need not find a place for their exposition, unless they afford a model which we can follow in Pennsylvania. Shall we have a university founded on a broad and liberal basis? While we are agitating a new constitution for our State, let all friends of education unite to engraft in its provisions the plans of a great institution that shall be at once an inspiration and hope to the rising generation.

Mr. A. O. Newpher reported from the Committee on State Board of Examiners, and after reading from the *School Journal* for September, 1870, portions of the report which he made last year upon this subject, he offered the following plan to be embodied in legislation:

STATE BOARD OF EXAMINERS AND STATE AID TO PERMANENT TEACHERS.

1. There shall be a State Board of Examiners consisting of three persons to be appointed or elected as follows, viz: One shall be appointed by the State Superintendent of Common Schools; one shall be elected by the principals of Normal Schools, and one shall be elected by the State Teachers' Association. The persons so elected or appointed shall be duly commissioned by the State Superintendent of Common Schools; they shall hold their office for three years, and shall receive a salary of ——— dollars per day for each day actually employed, including the requisite time and expenses of traveling.

2. It shall be the duty of said State Board of Examiners, or a majority of them, to meet in each normal school district once in each year, at some place and time to be designated by the said Superintendent of Common Schools, and there and then, in connection with and by the assistance of such borough, city, or county superintendents as the State Superintendent of Common Schools shall designate, to constitute a committee to examine all persons applying to them for examination. The standard of qualification and proficiency required of all persons examined, shall be the same as that adopted by the state normal schools for graduation therein.

3. It shall be the duty of said committee to give each person a fair and impartial examination, and thereafter to sumbit the character, merits, qualification and proficiency of each person so examined to a vote of the committee, who shall by a vote of a majority elect or reject each person so examined.

4. It shall be the duty of said State Board of Examiners to grant to all persons who shall have been duly elected by the said committee, and shall produce satisfactory evidence from the borough, city or county superintendent, and from the board or boards of directors, controllers, trustees, or other authorities of schools, under whose jurisdiction they may have taught, certifying that the said applicant is of good moral character, and has within the next preceding two years taught efficiently and satisfactorily in some school or schools under their supervision or control, a diploma setting forth therein all the branches of study wherein the person therein named has been examined, and which shall be named the "State Diploma," and shall exempt the holder thereof from all further or future examination for any position as teacher or superintendent of any of the schools in the State.

5. It shall also be the duty of the said State Board of Examiners to grant to all persons who shall have been duly elected by said committee, and shall produce like evidence of moral character, but who have not taught within the next preceding two years, a certificate setting forth in like manner all the branches of study wherein the person therein named has been examined, which shall be named the "State Certificate," and shall exempt the holder thereof from any further examination for the next succeeding two years for any position as teacher or superintendent of any of the schools of the State. After the said two years shall have elapsed, or the greater part thereof, if the said holder of "State Certificate" shall give like satisfactory evidence before mentioned required for the "State Diploma," he or she shall in view thereof receive the "State Diploma."

6. All persons now holding a valid certificate or diploma from a State normal school, or a teachers' certificate permanently valid throughout the State by authority of the same, shall, upon application to said State Board of Examiners, receive in lieu thereof a "State Diploma."

7. All boards of directors, controllers, trustees, or authorities of any school or schools, who shall employ any person or persons holding such "State Certificate" or "State Diploma" to teach, supervise or superintend any school or schools, or any institution of learning, any district, borough, city, or county, shall make known the same, together with the number of months and years each person has been so employed in said school or schools to the State Superintendent of Common Schools.

8. The State Superintendent of Common Schools shall set apart from the gross amount of money annually appropriated to school purposes, before any part thereof is otherwise assigned or distributed, a separate part thereof sufficiently large to pay to each district, borough, or city, or to any institution of learning that employs without examination any person holding such "State Certificate" or "State Diploma" to teach, supervise, or superintend any school or schools, the sum of ——— dollars per month for the first year, and the sum of ——— dollars per month for each succeeding year for every person so employed in the schools thereof; *Provided*, That the number of months allowed for each such teacher be not more than ten in each year.

Annexed to the report was the following resolution:

Resolved, That a committee of three be appointed to secure the passage of a law conforming to the recommendations in this report.

Mr. A. T. Douthett, of Allegheny, moved to postpone the discussion of the resolution until to morrow, which, after some debate, was agreed to.

Nominations for officers being in order, the following were named:

For President.—Henry Houck, Lebanon; W. H. Parker, Philadelphia; W. W. Woodruff, Bucks; C. W. Deans, (declined).

For Vice President.—Prof. Blits, Lewisburg University; Miss Laura Parker, Pittsburgh; Miss Jennie Reighard, Williamsport; Prof. A. N. Raub, Lock Haven, (declined).

For Secretary.—J. P. McCaskey, Lancaster.

For Treasurer.—D. S. Burns, Harrisburg, ; A. A. Meader, Chester.

For Ticket Agent.—C. H. Harding, Philadelphia; E. O. Lyte, Millersville.

For Executive Committee.—G. L. Maris, Chester; E. T. Burgan, Centre; S. Transeau, Williamsport; H. B. Whittington, Philadelphia; Elias Horton, Tioga; W. W. Woodruff, Bucks; J. S. Walthour, Crawford; F. S. Christine, Philadelphia; A. R. Horne, Williamsport; W. R. Ford, Pittsburgh; W. M. Porter, Mercer; J. N Beistle, Crawford.

For Enrolling Committee.—W. H. Parker, Philadelphia; E. T. Burgan, Centre; D. S. Young, Lehigh; J. M Conroy, Allegheny; Miss Annie Lyle, Lancaster; Miss Mattie Graham, Pittsburgh; Miss Lillie Bache, Bristol; I. S. Geist, Marietta.

The choice of the place for holding next years' session was now in order, and Mr. W. H. Parker moved that Philadelphia be selected.

Mr. Geo J. Luckey moved to amend by substituting Pittsburgh. He thought that would be fair, as the western teachers had now come 300 miles for two successive years, and the last session had been held near Philadelphia. Besides, the Philadelphians are not part of the commonwealth in school matters, and we ought not to recognize their claims.

Mr. F. S. Christine thought the metropolis of the State was the proper place, as we had not been there for twelve or fifteen years; and as a Philadelphia teacher and member of its institute—the largest in the world—he seconded the motion to go there. He needed not to recite the attractions of Philadelphia; they are as numerous as the 18,000 population of this enterprising city.

Mr. H. B. Whittington thought it was an unkind fling at the Philadelphians to tell them they were out of the State, when they were doing their best to get in, and wanted the Association there to help them do so.

Mr. Parker: You cannot do without Philadelphia; if you will not have her in Pennsylvania, she will annex New Jersey.

Mr. W. R. Ford, Pittsburgh: We have often had to do without Philadelphia in this Association. Pittsburgh is further from here than Philadelphia, yet her teachers are more numerously represented than the 15,000 in Philadelphia. He cordially seconded the invitation to Pittsburgh.

Hon. H. C. Hickok said whatever might be advanced against Philadelphia, she paid one sixth of the taxes of the State, and he had no doubt that if Superintendent Luckey had drawn his salary before leaving home, he now had Philadelphia money in his pocket. We had been to Pittsburgh before, and enjoyed ourselves there, and he would like to go again; but there is more than mere preference involved in this question. Though Philadelphians are not in as close relation to the State system as they should be, yet in their heart of hearts they desire to be. Hence they want the Association to come and help them get a proper connection made—to help create a public sentiment that will give them city and ward superintendents, to lift their schools from the backward condition in which so many of them now are. They want to come into close contact with the active brain and beating heart of the Association. The object of our organization is effective, progressive work; and we ought to go where we can be most active and helpful. We might offer you much enjoyment in Philadelphia; but we do not urge it on that ground. We ask you to lift us to your plane.

Mr. Geo. J. Luckey said this continual voting for the east of the State, would some day compel the west to secede. Pittsburgh had sent sixty teachers to Lancaster and fifty to Williamsport, and had been promised the next session if they would withdraw last year. He thought it unfair to disappoint them. We shall have to go to Philadelphia in 1876, at any rate, for the centennial anniversary.

On a rising vote, the amendment, substituting Pittsburgh, received 75 votes against 107. It being lost, Philadelphia was, on motion, selected as the place of meeting.

Prof. Brooks offered the following, which was adopted:

Resolved, That a temporary educational bureau, consisting of three members, with J. P. McCaskey as chairman, be appointed for the purpose of enabling teachers and school authorities to communicate with each other relative to situations.

State Superintendent Wickersham offered the following, which was adopted:

WHEREAS, It is almost certain that within the next two years a convention will be held to revise our State constitution; and, *whereas*, the interest of education is one among the leading interests, if not the leading interest, in the Commonwealth; therefore,

Resolved, That we respectfully ask the respective political parties to take into consideration the propriety of nominating as candidates for membership in that convention one or more educators of acknowledged ability, in order that provision may be made in the new constitution strong enough to bear the superstructure of the broadest possible educational system.

Adjourned.

WEDNESDAY EVENING.

The session was opened with music, "The Sword of Bunker Hill," by Mr. C. Linn Herrick, of Williamsport.

Miss Laura M. Parker, of Pittsburgh, then read an essay—subject,

FOOTPRINTS.

"Hark! A footstep! It has gone and left its imprint."

As we journey through life, climb weary and worn its rugged hills, or leisurely tread its luxuriant vales, we leave behind us our footprints. Some are from sore and bleeding feet, others from delicately slippered ones; some an evening zephyr may erase; others, hail may beat upon them, the tempest sweep over them, and yet there they remain after a lapse of centuries as firmly fixed as the pyramids of Egypt to-day. Every man, be he ever so lowly, exerts an influence and leaves footprints of example that others following after single out and use as landmarks toward the goal. These are oftenest the perishable kind, or, at least, after the succeeding generation has passed away, are so remodeled and disguised that they scarcely resemble their original types. A parent may unceasingly walk the paths of godliness that a wayward son would spurn, but he in some way wields a sceptre of power over another of his race. Give the picture a different cast—a man may sink in the pool of degradation, but he who is sunk so deep that he has no partially redeeming quality is no better than the beasts of the field or worms of the earth. Better for him to grovel with such than call himself one of God's people. At all events, the road he has trodden is marked, and as God oversees all footprints, and in accordance with them punishes and rewards, he shall meet with his just deserts above. Now and then a footprint appears that can never be submerged beneath the waves of the ocean of oblivion—such have appeared in the past and we trust will follow in the future. Among them we may cite the life and closing scenes of our forefathers—our country's noble, bleeding sires. Then there are others who have not achieved the laurels of victory in battle, nor the olive of peace, and yet their footprints are as securely imbedded in the sands of time.

At least two centuries ago, as an apple fell to the ground, Newton's inquiring mind was led to ask, why did it fall or why in one direction? He propounded the question and introduced the laws of gravitation. Since then, deeper researches have been made in knowledge, until we can, as it were, with the wings of the morning, flee to the uttermost parts of the earth, or with the aid of the telescope, take an ærial flight to the celestial regions, scrutinize Saturn and his rings, and marvel at their sublimity; from thence wander to any planet and every distant star. We can almost sit in our drawing rooms and discuss the day's topics with the Eastern World. Great minds have wrought this result, and the footprints of these philosophers seem to speak with vivid tongues of their praise. Still there is much left undone—our nature is such that the more we peer into the mysteries of the universe the more mysterious it appears, and the greater becomes our hunger and thirst after knowledge. The true cause of this insatiate desire, and that by which alone it can be gratified, is education. To be sure, God bestows gifts, but were they buried as was the one talent, they would be, like it, unprofitable. It is then education that leads its possessor to a "feast of reason," and enables him to partake of its bounties. There are, however, some things not within our reach, howsoever much we may crave them. We should remember that now we see through a glass darkly, but were we left in a state of ignorance would we know what was attainable, or grapple for what was unattainable? The untutored savage, in his narrow world of barbarism, cares for naught but war and warfare. Were he educated, instead of chasing the buffalo, or following the war path, he might make the forest wilds blossom as the rose; and where are left his bloody footprints might rest the impress of peace and enlightenment. Pope says: "Education forms the common mind." We know that pious training received during childhood clings like ivy around the heart and mind of man, ever and anon reviving through his sternest realities. John Quincy Adams said he never, even in his latter days, closed his eyes at night without repeating the little prayer, commencing: "Now I lay me down to sleep," which his mother taught his lisping tongue. As well as being perpetual education, it has an exalting and refining tendency; in short, it leaves its footprints finely carved in every household it enters.

It should cross every threshold in the land. Schools free to all are within the reach of every child. Almost every one of the present day is availed of this opportunity; but, perhaps, not all to the extent they might; were they, when matured, the vile passions of nature in a great measure would be subdued, less crimes committed, and fewer culprits within prison walls. Education, though perched upon a lofty pinnacle, has not yet risen to the height of its glory.

These schools referred to are managed by teachers who faithfully emit the light of knowledge upon the tender buds of reason, as they unfold their petals, one by one, to its rays. This field of labor certainly embraces an extended area, and its laborers, at every step onward, mark footprints which radiate a bright and glorious light, eclipsed by none other beneath the blue canopy of heaven. The teacher's labor, though it may be one of love, is not slight. She must bear the burden and heat of the day; but at evenfall what a sweet repose is hers - a consciousness of having discharged her duty and promoted the well being of her race. To whom do we owe our gratitude for this free-school system? Who was it that so eloquently defended its cause, thirty six years ago, in the State Legislature? None then but the favored child of hereditary wealth could afford the luxury of an education, but Thaddeus Stevens, by his forcible argument and persistent efforts, removed these barriers and opened the flood gates of learning, until its waters gush in and flaunt on its bosom, "I am free to all." This great and good man, unlike Napoleon, conquered no cities but he subdued more than all the armed legions of Europe, and that was the fearful demon, Ignorance. He erected with the gold of Ophir no structure of imposing grandeur in memory of his deeds, but footprints are everywhere silently proclaiming his glorious career. Go to yon low cot amidst those distant hills! mark its inmate; intelligence and virtue stamp her brow, and she will tell you, not of an aimless life, but of noble aspirations and a bright prospective future. Two million such, or more, appreciate his work, and live as they would not have lived had they been deprived of these blessings.

Now let us ask, who propagated the good he began, and added greater lustre to his and their own footprints? There are many that enlisted in the cause; but one proved greater than all. A few months ago our cheeks

blanched, our eyes dimmed and lips quivered, when the electric wires bore to our ears the fatal words, "he is gone!" No pen can eulogize him, and when done add, "It is enough;" no tongue can recount his virtues; no finger point out all the good he accomplished. He searched the highways, penetrated the deepest caverns, and groped through every recess and avenue for advancement; and lastly, he bestowed on soldiers' orphans a priceless legacy. Such was Thos. H. Burrowes. Will his footprints fade beneath the noonday sun, or wear away before the autumnal blasts and winter's snows? We venture to say they are as perpetual as the mountains which traverse the State he served. Shakspeare says:

"All the world's a stage,
And all the men and women merely players."

In every drama, then, man plays his part and leaves his footprint; but are there any so chaste, so glorious, commanding, such respect and admiration as these we have just named? Education, then, methinks, is the great act in the drama, and one in which all should personate a character. Some have thirsted for power, thinking thereby to immortalize themselves; but, alas, how have they failed! As one of this number, we might cite Alexander, who, after having conquered city after city, thought there was no more for him to conquer, set one on fire and died in a state of debauch. Who mourns his unhappy fate? At the present day, for a moment, turn your eyes toward suffering France, once a leading nation in art, science and civilization. She lies there torn and bleeding, striving to uplift herself and regain her former diadem of splendor and renown. This misery and woe, carnage and blood, was to gratify the selfish desire of an ambitious ruler. To glance over this assembly, one finds evidence of no merely selfish love of power amongst this people. Here are representatives from every part of the State, all interested and zealous in the cause before them. There is an aged sire; perhaps three-score winters and ten bow his frame, and still he totters here to impart instruction and advance its interests. Is woman remiss in the work? Is her life wholly spent on the beach of a sunlit bay, gathering the pebbles at her feet, or catching the gaudy butterfly that flits before her, leaving behind but a faint trace that she was there, which entirely disappears when the ruffled waters wash the shores? Her voice has been raised to tune angelic harmonies and subdue stubborn wills, or soften hardened hearts. She has chiseled marble until the sculpture seemed as if life thril'ed every nerve and quickened every vein; and best of all, like Florence Nightingale, she has braved dangers to administer to the wants of the wounded, and alleviate the sufferings of the dying. Has she, withal, left no footprints? Let all then, both fair and brave, weak and strong, be encouraged by these examples, and with renewed exertions continue in the strife.

Let us then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

The same master pen adds these words of encouragement:

Lives of great men all remind us,
We can make our lives sublime;
And departing, leave behind us
Footprints in the sands of time.

Music—"Ah! So Pure,"—by Mr. Mac Collin, of Lebanon.

Miss Garfield, of Warren, read "Creeds of the Bells."

The report made yesterday upon a State Board of Examiners and Aid to Permanent Teachers, came up for discussion, but was postponed until to-morrow by a vote of 36 to 32.

The question: What are the advantages and disadvantages of the law restricting changes in school books? was taken up.

Mr. Wm. A. Lindsey, of Cumberland Co., opened the discussion. He read from the law passed at the last session, and said it did not accomplish the object intended, as under it one-third of the books could still be changed every year. He could not see that the law benefited anybody but the book men, by preventing competition.

Mr. Ramsey, of Montgomery, said he had read the law yesterday for the first time, and it was a fit emanation from the literary body known as the legislature. The law says too much and not enough, and should either be repealed or amended into intelligible English. This law limits our progress to one step in three years, and we shall have to take a very long one each time. The whole map of Europe may be remodeled in a year—yet we must go on two years longer with the old incorrect text-books. He would leave this whole matter to directors, and let them be responsible to the people.

Mr. F. S. Christine, Philadelphia, said he was on the unpopular side. All the opposition to the limitation was natural, owing to the growth of the book manufacturing interest; but it would surprise him if any large number of teachers should combat what he believed to be a just and proper law. Frequent changes are an unnecessary waste of money, and produce confusion in the minds of pupils, and consequent dissatisfaction among teachers. Even if there had been no abuses heretofore, the law would be a good one for future protection.

Mr. Geo. J. Luckey, Pittsburgh, had been in favor of the law last winter, and would like those of its opponents who had given it some study to point out its defects. Those who had endeavored to raise objections thus far, in his opinion, had failed entirely. The great argument in favor of limitation was in the saving of unnecessary expense to the people. So far as progress is concerned, many of the changes have been from bad to worse; when they are less frequent, more care will be exercised in selection.

Mr. Conley Plotts, Williamsport, said the changes did not affect Philadelphia so much, as that city does what every district in the State ought to do—buys its own books for its pupils. If the directors furnished the text-books as they do the buildings and teachers, it

would remove the cause of the complaints which forced the legislature to pass this law.

Mr. Hickok endorsed the policy of directors supplying the books as the best, and by all odds the cheapest. He believed they had the power to do this under the law of 1854

Superintendent Wickersham agreed with that view, but said that the courts did not uniformly so interpret the law. Judge Pearson had decided against his view, and Judge Butler in its favor. It would be better, therefore, for directors to act carefully, until some higher decision is made. The interpretation of the new law at Harrisburg is that changes, when made in the list of text-books, shall be good for three years. Books previously in use and continued on the list for the district, are not affected.

Mr. Hickok said in view of this difference between Judges, it would be well to take the question up to the Supreme Court, on appeal from Judge Pearson. Then we would have a decision that would cover the whole State.

The discussion closed here.

Music—"Down Below"—Mr. MacCollin.

The committee provided for by Prof. Brooks' resolution, to act during the session as an Educational Bureau, was announced: Messrs. J. P. McCaskey, Lancaster; J. N. Beistle, Titusville; and Seldon J. Coffin, Easton.

Prof. J. W. Shoemaker, Philadelphia, read "The Boys;" and in response to an encore "Pax Vobiscum."

Adjourned.

THURSDAY MORNING.

The session was opened with prayer by Rev. A. R. Horne, Williamsport.

On motion of Supt. Maris, a committee of three, on resolutions, was now appointed, consisting of Geo. L. Maris, Chester; S. P. Van Pelt, Allegheny, and Hugh Eastburn, Bucks.

Messrs. Gantz, Shoemaker, Jones and Lineaweaver, were appointed tellers for the election of officers to be held during the afternoon.

Prof. Geo. Eastburn, Philadelphia, read a paper on "Science in Education," as follows:

SCIENCE IN EDUCATION.

This is emphatically an age of transformation. Old modes are passing away, and new processes are taking their places. The mechanical is fast superseding the manual. The projectors of the greatest inventions extant are still living. The electric telegraph has but lately been made to outstrip time itself; the locomotive with its train of cars, has multiplied travel and internal traffic to such an extent, that no lines of stage coaches nor any gangs of heavy teams could supply the demands of transportation; the thresher, the mower, and the reaper, have revolutionized farming; the sewing machine has multiplied the work of the needle a hundred fold, with diminished manual effort; so it is in almost every industrial department, the old, slow methods have yielded to new and greatly improved ones.

In the political world, too, there has been a vast revolution within the past few years. Throughout European nations, with scarcely an exception, important changes have been made; Russia has liberated millions of serfs; Spain has been relieved of a cruel and extravagant queen; Italian unity has been secured; bullets and bayonets aimed and directed by German intelligence and perseverance have dethroned the intriguing and imbecile Emperor of France, and now republicanism is nominally established in that fair land; the British nobility are forced to listen to the demands of the laboring men of England, and are granting them their rights; but most of all have we seen the work of the grand revolutionary spirit in our own country. During the past few years, liberty has triumphed over bondage; the flag of freedom has been carried from Mason and Dixon's line to the Gulf of Mexico; slavery has been eradicated from our country, and millions of down-trodden human beings have been enfranchised.

Religion, too, is undergoing a corresponding change. Intelligence, thought, and liberty of conscience, are recognized as elements in the choice of a religious creed. Mere mental belief, with a rigid conformity to a list of rites and ceremonies devised by human agency, are no longer considered the only requirements of the true Christian character; there must be more than an outward show; there must be an inward, heartfelt emotion, an evidence of the operation of the spirit within the soul, remodeling and refreshing the whole man, to constitute the champion of true religion. This improved condition of the heart seems to be almost universally prevalent throughout the world, influencing the actions of nations, both Christian and non-Christian. We see its power in the combined efforts of Christian societies in works of charity and benevolence; in the tendency to the separation of church and state in some European countries; in the overthrow of the temporal power of the pope; in the boldness of promi ent men in the Roman Catholic church to deny the infallibility of their human head; in the admission of Christian missionaries into heathen and idolatrous countries, there to be allowed peacefully to Christianize the nations with but few hindrances.

Thus it is in industrial, political and religious departments; but these revolutions are not to be seen in them only. A close observer of the progress of the educational interests of the world must perceive that material changes have already been made, and that, at the present time, there is much agitation in the best scholastic institutions of our country on the subject of education. Among the advanced minds of this progressive age, there is a headlong precipitancy to exclusively practical studies; hence, a lively contest has arisen between the adherents of the old system of education, as exemplified in a course of disciplinary branches, and the advocates of what is termed the popular and practical course of instruction.

An instruction calculated to prepare for immediate work, will, of necessity, be popular; but in the present practical enthusiasm, the lovers of thorough education should be jealous of the rapid strides that are being made toward the exclusively utilitarian, at the expense of the old disciplinary. After revolutions there is always danger of extremes. The victors of a new cause are too apt to run to the extreme opposite to that of which their opponents were guilty; and so it is in this contest between the old and new systems in our higher seats of learning. There is danger that the advocates of the new, wherever they have power, will reject too much of the old, and institute

courses of study admirably calculated to gratify the tastes and wishes of the most advanced of these reformers, and, it may be, adapted to immediate practical application; but there is encouragement in knowing, that there are a few institutions that will not hastily discard all that is time-honored, as a means of discipline and as a mighty force in mental development.

The unprecedented advancement in the mechanic arts, the increased knowledge concerning the constitution of natural objects, the rapid communication between remote parts of the world, both by telegraph and steam, render educational demands far different from those of a century ago But all that was true a hundred years ago, is true to-day. The past century has not been one of destruction, but one of improvement and addition; and so the change that is now taking place in our best scholastic institutions should not be one of eradication but of supplementation. The prominent characteristic of the age is science, and the consequent demand is more science in education. Now, the question arises: Shall education be made the synonym of popular science, or shall science be constituted an important and coextensive department in a liberal education? This subject, when viewed in all its bearings, is a general one; it involves interests of infinite importance to future generations. Instead of answering the question directly, we will proceed to answer it indirectly, by giving our views as to what education is in its proper sense, and the relation it should bear to a community.

Education, in its highest acceptation, is a development; it is a growth, resulting from a judicious and systematic course of instruction and discipline. The subjective part of education is the intellect; the objective part the course of instruction, and the facilities afforded for the exercise of precision, and for the cultivation of perception and judgment. The mind should not be treated as a mere cistern, able to have pumped from it only that which has been poured into it; but as a rare plant, which, in due time, as it develops from stage to stage, will bring forth its fragrant flowering and valuable fruitage. Although the mind, in order to display its full capacities, should not be made a mere receptacle, yet domestic and political economy demand that there shall be both mental cisterns and intellectual trees; both instructed men and educated men, and vastly more of the former, than of the latter.

This brings us to the consideration of our educational systems and the relation of science to them. Institutions of learning may be divided into two classes, instructors and educators. Most private schools and academies, and schools organized under general school laws, belong to the former class, while universities, in their proper sense, belong to the latter. The one holds as important a place as the other; the laborers sent out from each differ as much in number as do the development of their minds, and the kind of work for which they are respectively fitted. The men instructed in our local public and private schools are our practical workers; they are the bone and sinew of our country; they are the stay of our industrial and commercial circles; indeed, as recipients of what is taught, they are able to teach in turn; and, in fact, they do constitute the greater part of the practical teachers that are so nobly advancing the glorious cause of education. The graduates of a university have a different, and, in some respects, a more important office to perform. From the nature of their training, they should be qualified to be more than dispensers of other men's ideas; they should be investigators in the field of thought, searching out new facts in the various departments of science, and moulding the political, esthetical and religious sentiment of the times.

After making the above division of the institutions of learning, it seems necessary to state more explicitly our views of the university, in its highest and proper sense. Especially is this needful at the present time, when places of instruction are springing up in different parts of our country, with high-sounding titles of such and such universities, whose systems of education are doing much to encourage a superficiality, and to lower the standard of scholastic and literary merit. Americans, generally, are too hasty, too impatient to enter upon active life-work, to be thorough, and in their desire to secure a profession they take an erroneous view of the value of a liberal education, and mistake the character of a true university. A true university is not an institution in which young men, with a moderate proficiency in the simplest elements, may receive a few months' instruction in law, medicine, or any one particular department of science, then to be sent forth to the world as highly educated men. Such institutions had better be called schools with optional studies.

If we desire to produce eminent men in this country—men who shall be ornaments in the fields of science and literature—we must lengthen rather than shorten the time of study in our best colleges, and thus establish a system that will insure more thoroughness and fitness for dignified labor, in the realms of profound thought and investigation. First-class foreign universities, that have given to the world so many distinguished patrons of higher education, do not grant diplomas as a reward for a few months devotion to one particular branch merely. It is true, that a two years' attendance at a German university may be sufficient to guarantee students substantial evidence that they have been members of said institution; but this is not the only requisite for a diploma. The absolute condition for Germans is, that they shall have had the advantages of training and discipline, derived from years of study in the gymnasia, which, in the German educational system, hold nearly the same position that our colleges do in ours; hence, in this country we have no thorough universities, or, at least, they are only in their incipiency. Harvard is making progress in that direction, but with rather too much innovation in her college proper, while Yale is advancing probably more slowly, yet certainly more surely, to that position in which, in time, she will be able to afford all that could be desired in diversity and efficiency. Having said so much in regard to the character of a university, now arises the question: To what extent should science enter into the curriculum of study in such an institution?

This is a question of vital importance. Our position should here be borne in mind. It should be remembered, that we claim universities to be educators; nor is their office as educators confined to their facilities for developing the mind and affording a rounded culture to their members, but their influence should be potent in supplying fountains, whence should flow streams of knowledge, sufficient to furnish all instructors with reliable material by which to teach the masses. Such being the high eminence on which university graduates should stand, how far should they pursue science in the course which will fit them for such important duties? We would answer, that science should receive a co-extensive attention with the other branches that require special study for proficiency, and it should be pursued to the extent which its importance demands. This university education may be divided into three parts: the first, one of preparation; the second, of discipline; and the third, the special and extensive pursuit of the branch selected from the taste of the individual and the enthusiasm which he feels in his chosen subject. During the first stage students should be under the care of competent and careful teach-

ers, who will thoroughly instruct them in mathematics, classics, and the structure of our own language, and whatever other branches may be required for admission to the collegiate department of the university. Science as a specialty should be deferred until a later period, though instruction in elementary physiology and hygiene, sufficient to furnish a knowledge of the general laws of health, and the study of natural history to cultivate perception and observation and to give an insight into the wonders of nature, should be recommended as useful and attractive in these preparatory schools. The selection of studies for the collegiate course is a most momentous matter, for according to our idea, these four years should be made most especially disciplinary, and the branches of study should be so selected that the natural aptitudes and powers of the different students in the department most tasteful to each, may be elicited, so that the course may be not only a means of mental training and development, but may be also that formative period in which each student may learn to choose with judgment the department of study for which by nature he is best fitted.

What claim has science in such a curriculum? Upon this subject men, equally worthy of respectful attention, differ. Some few desire to retain the old curriculum intact, while the vast majority labor with untiring zeal to substitute French and German for Latin and Greek, and popular science for higher mathematics; but both of these parties are at fault; the one would preclude progress, the other would reject all that is good in the past. We would not have our colleges to continue in the old beaten track of a century ago, neither would we have them converted into schools for special instruction in modern languages and technology; this course should not be pursued as an end, but as a means to something higher. We need enough of Latin and Greek to cultivate our powers of judgment, and to furnish us with the language with which we converse in science; we need enough of French and German to read fluently the truths in science and the gems in poetry found in these languages; of mathematics, to improve our reasoning faculties, and to inculcate habits of precision; of mechanical philosophy, to show us the aids to industry; of physics, to supply us with a knowledge of the character of natural objects; of astronomy, to open to us a view of the heavens; of geology, to reveal to us the wonderful constitution of the crust of the earth; of chemistry, to convince us what a few elements enter into combination to form the myriads of objects in existence; of anatomy, to make known to us the complexity of the human frame, and of physiology, to teach us the functions of the various parts; of moral philosophy, to understand the social duties of life; of psychology, to secure a general idea of the mental and spiritual nature of man; and of theology, to keep us from instituting for ourselves gods of our own choice, different from the only true and living God. After pursuing faithfully such a liberal course of instruction as this, men are qualified to decide in what department of higher education they should apply their energies; and now is the time that they are called upon to enter into researches and investigations in the department of their choice, under the supervision of able professors, constituting the heads of the post-graduate schools, which should be connected with a college, in order to make a university in the true sense.

Now has come the time when students may be allowed to exercise their option. They have reached that point when they are competent to choose their life-work, and hence they should elect the course of study which will aid them most materially in acquiring proficiency in their chosen profession. Among these post-graduate schools, embracing those of law, medicine, theology, philology, literature, &c., science, in its widest sense, should hold a prominent and most important place. Here, in these scientific schools, with men trained to think, and full of enthusiasm for the work in which they are engaged, science should be so systematically studied and so practically investigated, that men thoroughly qualified in the various departments of science should be given to the world, to supply it with proficient instructors and true scientific literature for the instruction of the masses. With reliable and properly written books of science in the hands of the public, we are prepared to insist upon the introduction of science in common school instruction.

The scientific course which we would engraft into our district schools, is not one of investigation. The place for that is in the higher institutions already discussed. But, as the recipients of the instruction imparted in our common schools constitute a vast majority of our people they should be taught those branches which shall contribute to make the rising generation intelligent and useful citizens. The times demand a more extensive instruction. Reading, writing and arithmetic, with a little grammar and geography, might suffice for the days when stage coaches, canal boats, Conestoga wagons, the mowing scythe, the flail, the needle, were the most approved instruments for aiding in the daily duties and labors of life, but now, in this age of telegraphs, railroads, steamboats, reapers and mowers, threshers and sowers, and all the other labor-saving appliances in vogue, instruction should be given in the principles upon which these contrivances are operated. But in the first place, as a machine cannot be worked most advantageously without a knowledge of its powers, so man cannot apply his powers most successfully without a knowledge of his physical nature; hence anatomy, physiology and hygiene should be taught to secure that end. In this age, when so much of the labor is performed by the aid of machinery, the principles of mechanical philosophy should be understood by our working people; the engineer can drive his locomotive with greater success if he is acquainted with all its parts and their adaptation; the man on the reaper makes a better workman if he understands all the movements of the various parts of his machine; the lady at a sewing machine is a better operator if she comprehends the mechanism of the machine with which she is working; and even the ditcher and hod-carrier would work with more pleasure and efficiency could they see in every effort which they make that a philosophical principle is involved. And so it is throughout the whole domain of industry; the more intelligent the laborer the more satisfactory the work performed.

But at this particular time, when labor is combating capital, one other science is especially demanded—that is sociology. In various parts of the world there is much contention, and, even in our own republican country blood is shed—results of the conflict between labor and capital. This criminality is the result of ignorance; and a higher education, including instruction concerning the duties of all classes of citizens, is needed to correct the error. There are also other branches of science, not in such an eminent sense practical, but of which a certain amount of knowledge is necessary in order to afford a pleasurable understanding of our commonest literature—the contents of the daily newspapers. How few pupils leaving our best common schools know, and how few teachers can intelligently give, with mathematical correctness, the geographical reasons why the inhabitants of Philadelphia may read from her telegraphic bulletin boards, at 1 p. m., the result of a boat race which is decided at 5½ o'clock in the afternoon of the same day, on the Thames near London? Meteorology also is so rapidly advancing to the front rank of sciences, that daily statistics of the thermometrical and barometrical

condition of the atmosphere, together with the probabilities to almost a certainty for a short succeeding period, are officially given to the public. When this subject is considered of so much importance that facts concerning it are daily published, it is time that means were provided for giving instruction, sufficient for understanding the simple principles which regulate the movements of the mercury in the tubes of the barometer and thermometer, and the influences of heat and cold, humidity and dryness, upon the liquid in the respective instruments.

Some may say it would be well, indeed desirable, to have the masses instructed in all these sciences, but how is such a consummation to be wrought? We would answer, only by a change in the old order of things, by advancement. As, at the outset, we called your attention to the fact, that there are great changes taking place in industrial circles, in religion, and in politics, so would we here urge a greater and a grander improvement in a liberal education, to be effected by a systematized course of instruction in our public schools. We would strenuously recommend the establishment of graded schools in every school district of the State; let there be no fewer schools of the lower grades than exist now, but introduce into them text books on elementary science that can be comprehended and taught by any one that should be allowed to teach in a school, and let the proficiency of the pupils in these lower schools be the condition of their admission to the high schools, one or more of which, according to the demand, should be in operation in each district. In these high schools, competent instructors, supplied with conveniences and suitable apparatus to teach the above mentioned elements of science, should be employed.

Objections to this scheme will be found in consequence of its imagined impracticability. They say it is impracticable from the lack of public spirit, and the increased outlay of money. We would answer, that if communities do not see what is for their best interests, it is high time that a new spirit should be instilled into them; and, in regard to the increased expenditure of money, we would ask: To what grander purpose could it be appropriated? What can be of more importance than that system of instruction which will teach a man the science of himself, which will secure intelligent labor, which will terminate this suicidal conflict between money and muscle? Trades-unions, labor conventions, and harangues of demagogues will never bring the contest to a close; public enlightenment alone can do it. Sufficient political science should be dispensed to the masses, to show them that neither capital nor labor is independent, but that each depends upon the other for its value and efficiency. This hostility of the laboring man toward capital should be changed to friendship; he should be taught that without capital the means of carrying on mining, manufacturing, and the various other industrial enterprises, would be wanting, and hence he would be deprived of employment. And, on the other hand, the capitalist should understand that without labor his possessions are as valueless as the ore locked up in the mountains; that without the motive power of labor they would avail him but little. Supply the people with a proper kind of knowledge, and the laborer and capitalist will sympathize with each other; they will work together on the co-operative principle: when one is prosperous the other will also enjoy prosperity, and each will be found ready to take a share of the burdens of adversity. It is true that the masses cannot directly be educated at these high schools, yet they will indirectly receive all the advantages arising from the increased enlightenment of the community.

Should such a scientific course be pursued throughout our country, the old idea that ignorance is the proper condition of subjects would soon be dispelled; intelligence would be enthroned as the arbiter in the choice of rulers; the ruled would be governed by enlightened judgment; the perpetuity of our republic would be secured, and we would stand forth to the world as an example of a grand political structure, cemented together by the influences of liberal instruction.

W. H. Parker, Philadelphia, moved that a committee of nine members be appointed by the president to report, at the next meeting in Philadelphia, upon a plan for holding a grand educational gathering in connection with the Centennial Celebration of the Independence of the United States, to be held in the city of Philadelphia in 1876, inviting delegations of pupils under the care of teachers in a certain week, proposing special teaching previously in comparative history, geography, topography, science, and arts, and social condition between 1776 and 1876, and suggesting to National and State educational conventions a meeting in Philadelphia.

The motion was agreed to, and the following gentlemen constitute the committee: Messrs. W. H. Parker, of Philadelphia; D. S. Burns, Harrisburg; Geo. J. Luckey, Pittsburgh; A. R. Horne, Williamsport; George W. Fetter, Philadelphia; J. P. McCaskey, Lancaster; H. S. Jones, Erie; George W. Schock, Philadelphia, and W. T. Seal, Bucks.

The report on State Board of Examiners, etc., postponed from yesterday, now came up for discussion.

On motion of Superintendent Douthett, of Allegheny, the speeches on the question were limited to five minutes.

Mr. Jas. L. Harrison, Pittsburgh, gave as his opinion that the bill proposed was a partisan measure, intended to give the normal schools an undue and unnecessary advantage, to which they have no claim. It would force teachers into these schools, and they would always be sure of full classes, at the expense of other similar institutions. While he believed that all parties would try to have the best men possible for examiners, still the adoption of the Normal standard gave those schools an advantage, and would be unjust to many teachers who have no normal school diploma, and yet are head and shoulders above those of normal school manufacture. He thought the bill undesirable.

Mr. C. H. Harding, Philadelphia, said that normal schools were the proper place for those who were to be educated as teachers. Other professions have their special schools—why not teachers? It is not desired that the present Normal standard shall be everlasting; we want it raised as high as may be. If there are

teachers who are so much better than those manufactured at normal schools, let their standard be adopted, and the normals will have to climb up to it; and those who have spent years in attaining their normal school degree will spend as many more to reach the highest that the State will give them. We want teaching to be made a profession, with a permanent degree; and if the normal diploma is not sufficient to secure it, we will put it away, and gladly enter upon any other course that may be prescribed, in order to get the best degree that can be established.

Mr. M. Gantz, of Lawrence, was sorry that any antagonism should exist between normal graduates and others. We want the best teachers, and if this bill is the way to get them, we want it. There seem to be some objections to its provisions. It is calculated to centralize power, which is not desirable. It makes new distinctions in favor of normal graduates, of which there are already too many. He was a believer in normal schools, but it was not fair that their graduates should have privileges over teachers of twenty years' experience, and graduates of colleges as good as the normal schools. There ought to be no favoritism.

Mr. L. R. Fowler, Honesdale, said, that as a graduate of the normal school at Albany, N. Y., he had found many positions open to him which were closed against others far better qualified, who were without the passport of a normal diploma. He was, therefore, not in favor of giving too many privileges to normal graduates. Besides, it would appear that all persons who were fit to teach in the same grade of school should receive equal compensation; and this bill would make an unfair distinction.

Prof. Brooks, Millersville, thought the discussion was getting out of its proper channel. He was not in favor of all that was contained in the bill; many things he approved, but some not. The standard proposed to be made is not that of the normal schools but a general one for the whole State, by which all teachers, normal and others, shall be examined. This would remove some reasonable objections to the present method of examining normal graduates, and would at the same time make a common professional standard for all the teachers of the State who desire a professional degree. To this there certainly ought to be no objection.

Mr. Plotts, Williamsport, said, that while there was no warmer friend of normal schools than himself, he believed there would be a preponderance of normal influence in the board, and though they might intend to be perfectly fair, they would be likely to lean a little that way, unconsciously.

Mr. D. G. Allen, Wayne county, said it would make a distinction against the poorer districts where they had the maximum rate of tax, and then could only have 5½ months of school, and, therefore, could not afford to employ these normal graduates. He would prefer a division of the school fund, which would give the State appropriation to those who needed help. This bill would give most of it to those who are able to help themselves.

Prof. F. A. Allen, Tioga, said the normal schools did not need bolstering—they were all full. But he thought the great question was not what kind of laurels we shall wear, nor who shall pin them on. The State Board will not make a teacher an inch taller or a particle better with its diploma. The great question lies in the primary schools, where 40 per cent. of the teachers of Pennsylvania enter for the first time every year. Yet if this elementary instruction is not well imparted, all that is done above is comparatively worthless. The higher institutions constantly complain of the unsatisfactory character of this primary instruction. Hence he thought we had better labor for improvement in the direction of securing better pay for the poor young female teachers, who are doing this elementary work, and let the diploma business alone. These simple country schools most need our attention.

Mr. W. R. Ford, Pittsburgh, objected to the bill as calculated to centralize power. Let the normal schools and others send out their teachers to stand upon their own merits. Success in the school room is the test of merit; no diploma will take its place. Suppose the examination of the proposed Board were fair, full and exhaustive, it could only reach the single result of determining the applicant's scholastic attainments; it cannot reach the question of his success as a teacher.

Mr. A. O. Newpher said he hoped the advocates of the bill would at least be accorded ordinary honesty. As it now stands, the normal schools alone make their standard. It is now proposed that they shall have only one voice in three. This is not centralizing power, but distributing it. And the normal schools are required to fix their standard according to the one established by this Board. Are we afraid to trust the State Superintendent to appoint one member, or ourselves to elect another? And have we not a majority of the Board? Of 149 normal graduates now teaching in Pennsylvania, 125 are teaching in rural districts, and the northern tier of poorer

counties has most of them; so the additional appropriation would go where it is needed. Pittsburgh is relieved from the payment of several thousand dollars by the mere employment of a City Superintendent; yet her representatives here object to paying a few dollars to a country district that employs as good teachers as any they have.

Superintendent Wickersham moved that the subject be postponed until next meeting, and the proposed bill and resolution printed for information of the teachers of the State who are not here—the matter to be discussed at such time during the session as the Executive Committee may fix upon.

The motion was agreed to.

Gen. John Eaton, Commissioner of Education, Washington, D. C., was introduced, and read an address, entitled "American Education Progressive," which, on account of its length, cannot be given in this issue of the JOURNAL, notwithstanding the addition of eight pages. It will, however, appear in full in the October number.

On motion of Prof. Stowitz, of Buffalo, N. Y., seconded by Prof. Brooks, Millersville, the thanks of the Association were tendered to the speaker by a rising vote.

Adjourned.

THURSDAY AFTERNOON.

The first business in order being the election of officers, the tickets were now distributed, and the ballots collected by the tellers.

Mr. Parker, Philadelphia, offered the following resolution:

Resolved, That in view of the recognized necessity for increased aid to teachers in the advice and supervision of the superintendents, now one in number for each county except Philadelphia, the Pennsylvania State Teachers' Association request the Legislature to pass an act creating sectional superintendents, who may act as aids to the county superintendent and under his authority; two in each county of twenty districts, or one hundred schools or over; three in each county of thirty districts, or two hundred schools or over; four in each county of forty districts, or three hundred schools or over; and five in each county of fifty districts, or four hundred schools or over. Counties containing a less number of schools or districts to be divided into two sections, of which the county superintendent shall act as sectional superintendent; all superintendents to be paid as county superintendents are now paid; and like advantages to be extended to cities large enough to be divided into sections.

On motion of Mr. Douthett, Allegheny, the resolution was laid over until next meeting, by a vote of 62 to 41.

Col. G. F. McFarland, Harrisburg, read a report on graded schools, of which, owing to want of space, we are compelled to make an abstract as follows:

A GRADED COURSE OF STUDY APPLICABLE TO SCHOOLS OF ALL CLASSES.

Any one at all familiar with the operations of the schools of the Commonwealth, must be struck with the almost entire absence of any practical graded course of study in them, and with the want of system, uniformity, and permanency in grading, where it is even attempted. The absence of any State system which might guide them, leaves this important matter entirely in the hands of the several boards of directors, whose want of experience and means of co-operation render it impossible for them ever to adopt any uniform system for the common schools of the State.

Want of uniformity destroys the value of statistics, as the terms primary, secondary, grammar, etc., as applied to even the city schools, have no common signification, but are based on the system adopted in each without consultation with the others, and subject to change with every change of teacher or board.

An examination of these courses of study where adopted conclusively proves the necessity of revision and approval by some competent authority, before they are introduced into the school room. Many of them do not provide for the harmonious and uniform cultivation of the several faculties of the child's mind, but push forward favorite studies to the exclusion of spelling, reading and writing; one of the reasons so few enter high schools well taught in these important fundamental branches. But it is infinitely worse in ungraded country schools, where *no* system has been adopted, and young and inexperienced teachers are necessarily called upon to say what and how much pupils shall study, without even a model course to follow, and without the possibility of having their errors corrected, no matter how serious! The sad results are best known to the principals and teachers of high schools, academies, normal schools and colleges, who are compelled to spend precious months later in life in correcting as far as possible these grievous mistakes, when they should be building a superstructure upon the foundation it is the province of the common school to lay. Without extending the argument, I feel perfectly safe in pronouncing the adoption of a carefully prepared system of grading, applicable to the whole State, the most important want of the common schools at this time, and in affirming that they are now suffering, and will continue to suffer, from this cause until this is done. Both reason and experience teach us that a uniform system of grading, applicable to schools of all classes, such as is here urged, *can* be devised and carried into successful operation.

It is evident, for instance, that the branches constituting a good preparatory course of education can be divided into a given number o grades; each grade, rising as a series of steps, requiring a greater degree of scholarship. And it is equally evident, that as the degree of proficiency required to pass each successive grade is *fixed and absolute* in each grade, without regard to place or time or class of school, pupils can be examined and assigned to the grade for which they are prepared in one class of school as well as in another, from the lowest primary school to the most thorough high school and academy. And as the branches embraced in the course of study adopted for the college and university are simply *additional steps* in attainment and development, it is only necessary to add additional grades to our course of study to embody these branches.

I herewith present a series of grades that have been very thoroughly tested in the Soldiers' Orphans' Schools and homes under the care of the State, as applicable in the main to the common schools. Their condition and wants being similar, it is believed similar results would

follow the adoption by State authorities of something like the following

GRADED COURSE OF STUDY.

First Grade.—Spelling, primary, first half; reading, First Reader, through; writing on slates; oral exercises in numbers, etc.

Second Grade.—Spelling, primary, completed; elementary sounds of letters, commenced; reading, Second Reader, through; writing and drawing on slates; mental arithmetic, primary, first half; written arithmetic, four fundamental rules; geography, oral instruction in local; oral exercises.

Third Grade.—Spelling, first half, advanced; elementary sounds, continued; reading, Third Reader, through; writing in books; drawing on slates; mental arithmetic, primary, through; written arithmetic, primary, through; geography, oral, and use of maps.

Fourth Grade.—Spelling, advanced, through; reading, Third Reader, reviewed; writing in books; drawing; intellectual arithmetic, first half; written arithmetic, first half; geography, primary.

Fifth Grade.—Spelling and defining; reading, Fourth Reader, first half; writing; intellectual arithmetic, through; written arithmetic, through; drawing; geography, intermediate; grammar, primary.

Sixth Grade.—Spelling and defining; reading, Fourth Reader, through; writing; drawing; written arithmetic, reviewed; geography; grammar; United States History; primary physiology.

Seventh Grade.—Spelling and defining; reading, Fifth Reader, first half; book-keeping; elementary algebra, commenced; geography, physical; grammar, through; United States History and Constitution; physiology.

Eighth Grade.—Etymology; reading, Fifth Reader, through: book-keeping; elementary algebra completed, to quadratice quations; philosophy, &c.; and a general review of previous studies.

Vocal music, declamation, composition, and other exercises, written and oral, throughout the course.

Examinations quarterly and annually. Two quarters allowed to complete the studies of each grade. All promotions at the close of examination.

(In common schools, examinations, promotions, &c., can be adapted to the character of the school, length of term, &c.)

These eight grades are intended to complete a fair preparatory English education, and fit pupils for high schools and academies, or for the duties of life, if their education stops with the common school, as is the the case with so large a proportion of our youth. Two additional grades, requiring one year each, or four requiring six months each, then follow, including the mathematics, science and language, taught properly in high schools and academies, and required to prepare pupils for college. Then comes the college course of four years, divided into four annual or eight semi-annual grades, according to the discretion of our college friends, who are, of course, the proper parties to determine the branches embraced and the number of grades.

At the proper points in the course, as determined by their own courses of study, normal and other professional schools take charge of pupils and build their professional education upon the basis already formed.

The great failure of the common schools at present, and which this course is designed to correct, is the frequent attempt to teach too many higher branches, and the consequent failure to teach those in the first five or six grades *with sufficient thoroughness* to allow higher schools to commence others without first reviewing these. What is there to prevent this great consummation?

This, or a similar course, as has already been claimed, is entirely feasible, and can be adopted and promulgated by State authority. And I hesitate not to say, such action is positively required by the present condition of our common school system, and will cause the liberal expenditures by the State and our people for school purposes to accomplish far more satisfactory results. If adopted and enforced by State authority, every school child in Pennsylvania will know his grade inside of two years. And how proud they will be! Its adoption is also absolutely necessary before any material progress can be made by schools of a higher grade in uniting upon a similar system. It is so much to their interest to harmonize views on this subject, that I feel confident they will do so as soon as the common schools are made to do so.

I trust the day is not far distant when this very important step will receive official approval and a hearty acquiescence by people and teachers.

Miss Martha Schofield, of South Carolina, as a teacher from another State, desired to thank the people and the teachers of Williamsport for the cordial welcome extended to their visitors. Pennsylvania teachers are not found in Pennsylvania alone—they are in the West, the South, everywhere—and when they come back and meet with old friends, they know how to appreciate such a welcome. But there is one feature in these meetings that is not so pleasant. Year after year the State Association is the same one-sided affair, less interesting than our county institutes; for in the latter woman does her part of the work. The gentlemen are here, as always, chivalrous and kind, but woman's mind, too, wants work, and its work is needed in the advancement of the cause. It is not enough that women do the teaching; let them try in other departments, and make use of all their powers. There were women present who longed to lay their chaplet of love and respect upon the grave of Dr. Burrowes, but no woman has been invited to speak here except the essayists. She appealed to women to do their duty, as the time was coming when, with all their rights, they could better use their powers.

Should pupils be compelled by law to attend school? was the next question for discussion.

Mr. Luckey, Pittsburgh, thought there should be no compulsion. The voluntary system has proved a success, and is the more stable because voluntary. If we resort to force, the people will lose interest in the progress of education. Unnecessary compulsion is anti-republican. Under the often-quoted Prussian system, though a greater proportion can read and write, the general education of the people is behind ours in America.

Mr. Parker, Philadelphia, read the following propositions:

1. Education is not only useful, but it is, or it should be, a necessity for each individual.

2. Education *in good* being neglected, education *in evil* is almost certain to take its place; tending to fill prisons and poor houses, and to increase the machinery, and consequently the expense, of courts of justice for trying (and sometimes punishing) offenses against laws, civil and criminal.

3. For education in good, we have schools.

4. Schools, being established, should be used and made most useful to the community.

5. To be most useful, they must be so, not for neighborhoods or districts, but for the whole Commonwealth.

6. To be useful to the Commonwealth at large, there should be thorough and *general* instruction to a certain degree of proficiency, or a certain amount of education in certain branches.

7. For instruction to be general, *all* citizens must have it; of course excepting idiots and the insane.

8. Childhood is the best period for the most necessary instruction.

9. For all to have it, there must be teaching for all children, either by the parent or other person.

10. Parents are usually debarred either by occupations for earning a living, in the proper hours, or by incompetency.

11. Economy requires schools, and requires the schools to be in the charge of competent trained teachers.

12. Schools and teachers being provided for all (or theoretically for all) children, at an expense to the community, all children not otherwise taught should attend school.

13. Citizens, having children or not, pay taxes for the support of schools, and have a *right* to the benefit to the State, or advantage to the community, resulting from general education.

14. Parents, from neglect, improvidence, or the temptation of the child's earnings, or labor, or aid in household affairs, do not always send children to school.

15. Compulsory attendance at school, not only of pupils but of children generally, becomes a necessity, as much as any other compulsory duty to the State, or any other compulsory observance of the laws of morality, or the laws relating to

1. Offenses against the State;
2. Offenses against public justice;
3. Offenses against public peace;
4. Offenses against public morals and decency;
5. Offenses against public policy, economy and health;
6. Offenses against the persons of individuals;
7. Offenses against personal property;
8. Offenses against real property and malicious mischief; in short the whole penal code of laws, of 10 titles and 184 sections. [31 March, 1860].

Mr. G. W. Schock, Philadelphia, said that statistics showed that the objections and prejudices against the school system are passing away. Many who opposed its introduction and threw obstacles in the way of its development, have passed away; some of those who remain have been converted, and are now using their influence to extend its benefits. This would indicate that public opinion would reach what seemed to him impossible to compulsion. No system, however perfect, could be a success without popular co-operation. Laws opposed to, or in advance of public sentiment, are always disregarded. We should not attempt compulsion.

Mr. Gantz, Lawrence county, favored compulsory measures. The children who do most mischief, and grow up into the worst men and women, are those who do not go to school; and they should be compelled to go for the protection of the community—just as we have quarantine regulations against infection. The obligation of the State to protect its citizens includes this case.

Rev. S. K. Brobst, Allentown, said moral suasion was more powerful than law. We shall do best by improving our schools and our teachers, and getting the pulpit and the press at work in our behalf. How could a compulsory law be enforced? If a parent should choose to teach his child himself, how could we object? Too much stress is laid upon intelligence alone; the devil is intelligent, but is none the better therefor. It is not fair to compare ignorance to a disease—the ignorant are not always the worst people. A man may be a good citizen and a good Christian, who never went to school. But if we keep improving our schools, we shall soon have everybody in them.

Mr. J. B. Holland, of Blair, thought this a matter that could not be reached by any law. We must have the co-operation of parents; we cannot obtain it satisfactorily now, and it would be worse if compulsion were attempted.

The discussion here closed.

The Auditing Committee made the following

REPORT.

The Committee appointed to audit the account of D. S. Burns, Treasurer of the Pennsylvania State Teachers' Association, for the year ending Aug. 7th, 1871, beg leave to report that they have found the said account correct, with the following exhibit, to wit.:

Amout received from former Treasurer		$464 58
" received from enrollments for year 1870		338 00
Total amount received		$802 58
Amount disbursed as per orders to sundry parties, drawn by Chairman Ex. Committee	$444 77	
Balance in hands of Treasurer	357 81	
		$802 58

AARON SHEELY,
B. F. PATTERSON,
J. M. BELL. } Aud. Com.

Mr. Harrison, Pittsburgh, offered the following:

Resolved, That a committee of three be appointed to prepare a brief history of the Pennsylvania State Teachers' Association, and that said committee be instructed to report the same at the next annual meeting.

After amending the number to five, the resolution was adopted and the following committee appointed: Messrs. J. L. Harrison, J. P.

Wickersham, J. P. McCaskey, Dr. Taylor and M. Gantz.

The tellers, after giving the number of the votes polled for each candidate, announced the following as the result of the election:

President—Henry Houck, Harrisburg

Vice Presidents—Prof. George R. Bliss, Lewisburg; Miss Jennie Reighard, Williamsport.

Secretary—J. P. McCaskey, Lancaster.

Treasurer—Daniel S. Burns, Harrisburg.

Ticket Agent—Charles H. Harding, Philadelphia.

Executive Committee—George L. Maris, West Chester; Prof. S. Transeau, Williamsport; Prof. E. T. Burgan, Centre; Rev. A. R. Horne, Williamsport; W. R. Ford, Pittsburgh.

Enrolling Committee—E. J. Young, Lehigh; I. S. Geist, Lancaster; J. M. Conroy, Pittsburgh; Miss Annie Lyle, Luzerne; Miss Mattie Graham, Pittsburgh.

The Executive Committee then made the following report:

Mr. President, and Fellow Members of the Association:

Each successive year that we meet in the State Teachers' Association, we are able to estimate the progress that has been made in the educational interests of the State. We meet here to congratulate each other and renew our friendships, and we meet also to propose, discuss and grapple with the great and vital topics that appertain to the advancement and maintenance of our educational interests in the State. It is here, better than anywhere else, that we estimate the workings and the wants of our schools and school laws. Any one coming here can learn much of the difficulties that have been surmounted and are yet in the way. He can see and feel the earnestness, the purpose and ambition of the teachers of the State. The teachers gathering here are increasing in numbers from year to year, and the inflence of this association is becoming annually more widespread. The time is not far distant when the legislation of the State upon the subject of education will be shaped entirely by this association.

Much has already been done, and much remains to be done by us. During the last year the progress made in the school affairs of the State was more rapid and substantial. More school houses were built, more school furniture supplied, more children were in the schools, more teachers employed, more money expended by the directors, and a greater fund appropriated by the legislature, than ever before. Though the money expended for school purposes last year amounted in the aggregate to nearly $8,000,000, yet, it must be conceded, that the fiscal affairs of our school system are more judiciously, economically and equitably managed than any other in the State deriving its resources from taxation.

The work devolving on the Executive Committee to organize a programme suitable for our annual meetings, is responsible and attended with no little labor and anxiety. The members being located in all parts of the State have no opportunity to meet with each other, and are thus obliged to arrange all matters by correspondence alone. This entails a great deal of correspondence upon the committee, especially upon its chairman. The special expenses of the Executive Committee for printing and advertising were fifty-eight dollars and forty cents. The entire expenses of the Association this year will be nearly $300. This may seem a large amount, but not larger than that expended last year.

A. O. Newpher, *Chairman.*
Jas. L. Harrison,
Members present.

The Enrolling Committee reported 293 members enrolled—20 from other States, and a number of Williamsport teachers, who were enrolled free under the instructions of the Association.

The Committee on Resolutions reported the following

RESOLUTIONS.

Resolved, That this Association has cause to feel proud of the harmony existing between the various educational interests of the State, as evinced by the generous spirit of the representatives of our different institutions of learning.

Resolved, That we especially welcome the growing disposition to favor the establishment of a State University, and that our thanks are due to the scholars whose words of wisdom have contributed toward this desirable result.

Resolved, That the thanks of this Association are hereby tendered to the teachers of Williamsport for their liberality in securing the hall for our meetings, to the Local Committee of Arrangements, with the Rev. A. R. Horne as its efficient chairman, to the citizens generally for their courteous and thoughtful attentions, and to the hotels for their reduction in rates.

Resolved, That our thanks are tendered to the papers of Philadelphia and Williamsport for the very full reports of the proceedings of this convention, thus showing their appreciation of the cause of popular education.

Resolved, That our thanks are tendered to the railroad companies of the State for the liberal reductions made in their fare to members of the Association.

Resolved, That our thanks are hereby tendered to the officers of this Association, for the efficient discharge of their duties.

Resolved, That we return our hearty thanks to the gentlemen who have contributed so much to our pleasure, by their excellent musical entertainments.

Resolved, That we regret the inability of this convention to accept the kind invitation of Mr. E. B. Parsons, proprietor of Watkins' Glen, to visit that delightful summer resort.

After a few remarks by Dr. Taylor, the retiring president introduced to the Association his successor, Henry Houck, Esq., Deputy State Superintendent of Common Schools.

The new president said he had always considered it an honor to be a member of this body, and appreciated the compliment of an election to the presidency. He thought that next August we would take Philadelphia by storm, and hoped that from this day onward he would have the co-operation of all the officers to make the next session the largest and best session of this body ever held in Pennsylvania.

After singing the Doxology—

"Praise God, from whom all blessings flow,"

the Association adjourned, shortly after 4 P. M., to afford time for any necessary arrangements to be made by those desiring to accompany the excursion party to Niagara Falls, some two hundred persons having reported their names for this excursion.

MEMBERS IN ATTENDANCE.

ADAMS—4.
Aaron Sheely, Gettysburg.
Lou. A. Wright, "
Mary E. Monfort, "
Maria C. Thompson, "

ALLEGHENY—22.
George J. Lucky, Pittsburgh.
Wm. R. Ford, "
David R. Brubaker, "
A. Stevens, "
H. N. Matthews, "
E. M. Still, "
Jennie Ralston, "
Emily Martin, "
Anna M. Jack, "
Henriette Martin "
Laura M. Parker, "
Mrs. V. Burns, "
A. T. Douthett, Allegheny City.
Mrs. A. T. Douthett, "
J. M. Logan, "
J. M. Conroy, "
H. Renwick, "
Martha J. Graham, "
Rachel McClane, "
Sue Johnson, "
Sophia Lenkard, "
Jno. P. Cameron, Wilkins.

BERKS—8.
D. B. Bruner, Reading.
Wm. L. Balentine, "
E. A. Staley, "
Louisa Setley, "
Sarah Keen, "
Almira Wobensmith, "
Sophia N. Burt, "
David Foose, Bernville.

BLAIR—12.
John B. Holland, Newry.
Maggie D. Weaver, "
Anna M. Johnson, Altoona.
Amelia C. Snyder, "
Mrs. M. E. Good, "
Maria K. Johnston, "
S. A. McGlathery, "
Libbie E. Myers, Tyrone.
M. M. Caldwell, "
Margaret McQuead, "
E. J. Lantz, Eldorado.
Jno. M. Deatrich, Roaring Springs.

BRADFORD—11.
A. A. Keeney, Towanda.
H. E. Pitcher, "
E. A. Peekham, Sylvania.
L. F. Lilly, Columbia ⋈ Roads.
Henry H. Hutton, Troy.
A. E. Darling, "
A. B. Braim, Canton.
Hallock Armstrong, Monroeton.
Clara A. Stevens, Spring Hill.
Nancy Lyon, "
Wm. P. Horton, Hornbrooke.

BUCKS—11.
Hugh B. Eastburn, New Hope.
W. W. Woodruff, Attleboro.
W. T. Seal, "
Sallie E. Maitland, Bristol.
Anna R. Bailey, "
Lillie S. Bache, "
Anna P. Cozens, Warrington.
Nellie D. Graham, Taylorsville.
Sue D. Richardson, Richboro.
Laura A. Yerkes, Davisville.
A. L. Spencer, Oxford Valley.

CAMBRIA—2.
T. J. Chapman, Ebensburg.
Geo. W. Cope, Johnstown.

CAMERON—1.
J. B. Johnson, Emporium.

CENTRE—4.
H. Thompson, Fleming.
E. T. Burgan, Agricultural College.
Beckie McGinley, Bellefonte.
Sadie C. Caldwell, "

CHESTER—25.
Geo. L. Maris, West Chester.
Dr. Franklin Taylor, "
Geo. F. Moore, "
Chas. H. Darlington, "
M. Eliz. Hill, "
Lizzie B. Patterson, "
Anna F. Fisher, "
E. Carrie Davis, "
Carrie Meredith, "
Delia L. Meader "
Benj. P. Kirk, Kennett Square.
S. C Shortledge, "
Belle G. Shortledge "
Jennie Lamborn, "
Emma E. Pennock, "
Rebecca D. Maris, Lionville.
Debbie A. Maris, "
Annie R. Walton, Avondale.
Emma Cooper "
Rachelle F. Jackson, New London.
Mary A. Baker, White Horse.
Sadie E. Fisher, West Whiteland.
William Cox, Willistown.
Ella P. Ralston, Rockville.
Thomas Smedley, Paoli.

CLARION—1.
Jasper E. Wood, Knox.

CLINTON—5.
A. N. Raub, Lock Haven.
John A. Raub, "
H. A. Foresman, "
Mary A. Eilert, "
Ettie J. Hooker, "

COLUMBIA—5.
Henry Carver, Bloomsburg.
S. A. Carver, "
H. D. Walker, Bloomsburg.
Effie Vance, "
Hubley D. Albright, Berwick.

CRAWFORD—4
J. S. Walthour, Sægertown.
J. N. Beistle, Titusville.
Emily Sargent, Woodcock.
Elizabeth McEntire, Hartstown.

CUMBERLAND—1.
Abraham Hoover, West Fairview.

DAUPHIN—3.
Daniel S. Burns, Harrisburg.
Geo. F. McFarland, "
J. B. Seal, Millersburg.

DELAWARE—8.
A. A. Meader, Chester.
Chas. W. Deans, "
Mary S. McCord, "
Ida E. Hood, Newtown Square.
Lizzie L. Thomas, "
Anna M. Sharpless, Ivy Mills.
Mary E. Patterson, Media.
Sue M. Crosley, Lima.

ERIE—2.
H. S. Jones, Erie.
Jas. Burwell, Albion.

FAYETTE—1.
H. H. Bliss.

FRANKLIN—3.
D. A. Flora, Upper Strasburg.
Jacob Zuck, Jr., Mercersburg.
O. C. Bowers, Chambersburg.

HUNTINGDON—3.
A. L. Guss, Cassville.
Belle P. Glazier, Huntingdon.
M. M. Shaver, "

INDIANA—2.
Samuel Wolf, Indiana.
R. J. Wolf, "

JUNIATA—3.
A. H. Weidman, Mifflin.
E. L. Cooper, Port Royal.
J. H. Smith, McAlisterville.

LANCASTER—20.
Edward Brooks, Millersville.
E. O. Lyte, "
Tobias Kauffman, "
Jane E. Leonard, "
C. L. Steinmuller, Lancaster.
J. P. Wickersham, "
David Evans, "
A. O. Newpher, "
J. D. Pyott, "
J. P. McCaskey, "

J. B. Bausman, Lancaster.
Jacob Bausman, "
Sallie H. Bundell, "
Sallie A. Bruckhart, Litiz.
Mary A. Regannas, "
Annie Lyle, Strasburg.
Middleton Smith, Mount Joy.
Mary E. Watson, Mechanics Grove.
I. S. Geist, Marietta.
John H. Metzlet, Sporting Hill.

LAWRENCE—1.

M. Gantz, New Castle.

LEBANON—2.

Henry Houck, Lebanon.
J. K. Heagy, Annville.

LEHIGH—3.

E. J. Young, Allentown.
Rev. Samuel K. Brobst, Allentown.
Mary E. Brobst, "

LUZERNE—5.

Horace Armstrong, Wilkesbarre.
Thos. C. Mullaley, "
Alice D. Spangler, "
Sallie Overton, "
James W. Belknap, Peckville.

LYCOMING—58.

John T. Reed, Montoursville.
T. F. Gahan, "
Clara Sweely, "
Merrick Reeder, Newberry.
Wm. T. Pepperman, Salladasburg.
P. S. Bicksler, Collomsville.
Jas. B. Denworth, "
W. A. Sweier, "
Wm. McAnerney, Willis Run.
Pharez Bacon, Muncy.
Jenny M. Hays, Jersey Shore.
Ada Wells, "
E. B. Parker, "
Hannah A. Mahaffey, "
Maggie King, Larry's Creek.
Rev. A. R. Horne, Williamsport.
Allen D. Albert, "
Henry S. Williams, "
Samuel Transeau, "
J. J. Galbraith, "
Geo. S. Banger, "
D. S. Andrews "
Benj. S. Bentley, Jr., "
J. F. Davis, "
Conley Plotts, "
D. Longsdorf "
S. F. Doyle, "
G. R. Winkler, "
H. Williams, "
J. C. Doane, "
J. W. Miles, "
J. Templeton, "
Mary Wittig, "
Mary Gable, "
Helen Steotzel, "
Sadie Florey, "
Sophie Reighard, "
Ella O'Brien, "
Myra Taylor, "
Mattie Baker, "
Annie Watson, Williamsport.
Fannie Watson, "
Libbie Long, "
Sue Johnson "
Emma Adams, "
Mary Volkmer, "
Estella Millspaugh, "
Mary Christopher, "
Lizzie Christopher, "
Fannie Nash, "
M. C. Wood, "
S. V. Fields, "
Ellen Doane, "
Minnie Carpenter, "
Annie Keller, "
Sallie Rhoads, "
May Sweeley, "
Jennie Reighard, "

MERCER—4.

N. W. Porter, Mercer.
H. R. Stewart, "
M. C. Trout, Sharon.
W. G. P. Shotwell, Middlesex.

MIFFLIN—4.

John M. Bell, Milroy.
John Laird, Lewistown.
Mary S. Shaw, "
Mary McCord, "

MONTGOMERY—2.

J. K. Gotwals, Norristown.
Miss J. D. Stephens, Port Kennedy.

MONTOUR—2.

John T. Mervine, Danville.
Mina Morgan, "

NORTHAMPTON—1.

Selden J. Coffin, Easton.

NORTHUMBERLAND—9.

Saml. Shipman, Sunbury.
H. H. Malick, "
G. G. Miller, Northumberland.
M. A. Russell, "
Jennie W. Longmore, Milton.
Mary S. Gray, "
Agnes Bryson, "
Maria McMurtrie, "
Mary Rhoads, "

POTTER—1.

J. W. Allen, Coudersport.

PHILADELPHIA—29.

H. C. Hickok.
George H. Stout.
Wm. Henry Parker.
Geo. Eastburn.
Geo. W. Schock.
J. W. Shoemaker.
H. B. Whittington.
Frederick F. Christine.
Edgar A. Singer.
Andrew J. Morrison.
Harrison Walton.
Edward Gideon.
Geo. W. Fetter.
Amasa May.
Samuel Mecutchen. Philadelphia.
J. R. Ramsey. "
Wm. S. Schofield. "
Edward Burke. "
James C. Sickel. "
M. M. Custer. "
M. J. Wood. "
S. A. Potter. "
C. H. Harding. "
Mrs. A. E. Harding. "
Hannah H. Betts. "
Sallie H. Bryan. "
Maggie L. Dingas. "
Lizzie Marshall. "
Fannie E. Etris. "

SCHUYLKILL—10.

Benj. F. Patterson, Pottsville.
John W. Bickel, "
Sarah A. McCool, "
Ellen D. McCool, "
Clarice McCool, "
Harry H. Spayd, Minersville.
Samuel Davis, Ashland.
J. Lineaweaver, Tamaqua.
W. H. Lane, "
Lizzie Jeffreys, Mahanoy City.

SOMERSET—1.

Cyrus Brubaker, Somerset.

TIOGA—10.

Elias Horton, Knoxville.
Mrs. E. Horton, "
Lemuel Ammerman, Mansfield.
F. A. Allen, "
Henry W. Jones, "
V. R. Pratt, "
A. M. Simpson, "
Myra Horton, "
Sarah V. Field, Liberty.
M. M. Bullock, East Charleston.

UNION—3.

Geo. R. Bliss, Lewisburg.
A. C. Heffelfinger, Lewisburg.
J. A. Stadden, New Columbia.

VENANGO—1.

James J. Kinkaid, Oil City.

WAYNE—2.

D. G. Allen, Prompton.
L. R. Fowler, Honesdale.

OTHER STATES.

M. R. Bringhurst, Wilmington, Del.
Emma Worrell, " "
Sallie M. Fell, " "
John J. Anderson, New York.
H. W. Ellsworth, "
F. N. Bardwell, "
C. L. King, "
Mary D. Loomis, "
Marcus Horton, Elmira, N. Y.
Amelia Holmes, Washington, D. C.
Martha Schofield, Aiken, S. C.
Louisa Ash, Camden, N. J.
J. H. Haldeman, Westfield, Mass.
B. F. Van Everen, Brooklyn, N. Y.

TOTAL—323.

THE

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COMPULSORY EDUCATION.

BY W. W. WOODRUFF.

THE late Dr. Burrowes said, that he was tired of hearing speeches in favor of compulsory attendance at school, while its advocates brought forward no practical method of attaining the end sought. No such method has been proposed, yet still the discussion goes on; still the vague declamation is heard: "Education is a good thing." "No republic can exist without it." "It is nature's legacy and humanity's birth-right; and it is the crime of crimes to despoil a rational being of this divine patrimony." "Parents should be compelled to educate their children." "An ignorant man is a public nuisance that should be abated by public authority." "That man is a monster who puts out the divine light within the mind of his child, and leaves him to blunder through life and stumble into eternity, ignorant alike of his duty and his destiny." Granted, gentlemen and ladies, all granted—with some exceptions as to the "nuisance;" but what are you going to *do* about it? This is the practical question. If parents, or those in the place of parents, are required by law to educate their children, numerous questions will arise: What amount of education shall be required? Shall there be one standard for all? If, as is asserted, the State has a right, for the sake of her own perpetuity and development, to demand the education of every child, has she availed herself of all her rights, and met the full measure of her responsibilities, by requiring that every child shall be taught only to read, to write, and to keep accounts? If a boy has learned these at the age of ten, and is found to be a youth of extraordinary talent and rare promise, shall the parent be allowed to doom such a son to the dull routine of daily toil until he shall become of age, his aspirations dead and opportunity gone; thus robbing the State of the power for good latent in this her child?

A compulsory law must have a penalty. This must be fine, or imprisonment, or both. If the parent has no property, a fine is no punishment. What then? Shall a poor man with a dependent family be imprisoned? His child may be able to earn one-half, or one-fourth, of a man's wages, and his services necessary to the support of the family. Who shall decide these questions? Considerable expense must be incurred to fit the child for the school-room. The parent has not the means. It is said that the State should provide clothing for the child, and award compensation for the services he could have rendered his parents! Adopt the principle, and children would be "blessings" indeed!—an endless source of income to the parents and of expense to the State. We would better establish *Moore's Utopia* or the *Paris Commune* at once; abolish the family; take children from the custody of their parents, and give them to those best qualified to train them; and reorganize society until everybody shall have what anybody has.

But it may be urged that the law should ignore the parent and lay its hand directly upon the children, coercing attendance at some place of instruction. Have we a police force sufficiently vigorous and impartial to carry into effect such a law, even in our cities? How shall the law be executed in the rural districts? Parents may plead ill health on the part of the child. Who shall decide, parent or police? If the doctor,—what doctor? and at whose expense? The child may not be sick, but frail and nervous, and the parents, knowing the child's history and experiences, wish to keep him from the excitements and dangers of school, that his life may be preserved, even though his education should be entirely neglected. Should a constable interfere?

The State provides schools, and grades the pupils. The only school open to certain children may be under the care of a teacher whom the parents, on good and sufficient grounds, may deem unfit. Shall the deliberate judgment of the parents be set aside, and their consciences be over-ridden in a matter of such vital concern?

But further: Is it said that the State has a right, and is in duty bound to protect itself from ignorance? Ignorance is not the greatest of evils. Intelligence, with evil aims, is worse. The State, then, in order to secure itself, must require a moral education as well as intellectual. All moral education must consist in the development and training of a sense of moral obligation; and a proper sense of moral obligation must find its sanction in some system of religious faith. How then can the State reach a result that shall at all justify a coercive policy without adopting and teaching some system of religion?

Any attempt to establish a system of compulsory education would raise a multitude of practical questions like the above. Can such a system be established? If established, could it be carried into effect?

But we are told that theories are delusive—facts conclusive; and we are triumphantly pointed to one or two European nations that have adopted compulsory systems. It should, however, be borne in mind that, in Europe, the traditional notions of the people, in regard to the government, are very simple, yet authoritative. All they know of government is that it is an order coming through the customary channels, and requiring this or that. Unquestioning and implicit compliance is the habit of the people. Because a certain thing can be done in the German Empire, it does, by no means, follow that the same thing can be done in Pennsylvania. There, population and public sentiment are homogeneous; here, they are heterogeneous. There, the police force is efficient and reliable; here, it is notoriously corrupt and untrustworthy.

It has been the delusion of ages, that what men ought to do they should be required by the State to perform. It may be difficult to state just where the rights and duties of the State, as the efficient conservator of the rights and interests of the people, begin and end. They will doubtless change with the increasing light of an advancing civilization. Papist and Puritan alike have tried to make men pious by legislative enactment and arbitrary authority; but they have utterly failed, both in the old world and in the new. Where the habits and conventional notions of the people are uniform, as were those of the New England communities of the earlier time, a very strict outward conformity can, for a time, be secured. But with the mixed populations of our States to-day, coercion is becoming more and more unpopular. Such is the fact, whether it be for the better or the worse. We see it in the government of our children, and in the motives and inducements to study and good conduct that we place before them.

It is said that there are thousands of children in our State who are growing up in ignorance. This is doubtless too true. But is there not a disposition to exaggerate the evil? How many parents can the reader count up who do not allow their children to attend school? I have never met with one case of the kind.

We must then rely chiefly on a general increase of interest in education; on better schools and school houses, and on the higher market value of intelligent labor. Sumptuary laws, and everything akin to them, are very distasteful to the American people; and we should profit by the reply of Solon to those who asked him why the laws he had made for Athens were not better: "They are not the best laws that could have been made," said he, "but they are the best the Athenians are capable of receiving."

SUGGESTIVE FACTS.

THE following extracts from the late report of the School Committee of the city of New Bedford, Massachusetts, contain food for thought in Pennsylvania:

TRUANT OFFICER.

In compliance with the request of the School Committee, and in part at least to remedy this evil, the City Government appointed Rev. Isaac H. Coe as Truant Officer. Mr. Coe accepted the position with the understanding that he was to act rather as a friend and adviser, than in any police capacity. In such a spirit he has directed his efforts, not only to reclaim the truant, but to affect the parents and guardians, through whose indifference and neglect the evil is chiefly caused. So far as we have been able to judge, he has labored with faithfulness, tact and discretion, and from a spirit of true benevolence and kindness, and much good has been accomplished. Such an officer cannot well be spared in a city like ours. The expense of his labors cannot be weighed against their efficiency and success.

We have truant laws and truant officers for the same great end for which we establish schools, not to punish crime, but, in so far as is possible, to prevent it. It is a part of the school work and discipline; not a police system to bring offenders to justice, but a reformatory system tending to educate and employ the child, and prevent his becoming a criminal. Such being the case, the truant laws should be executed by the School Board, and the truant officer should act under their control and direction, and his report should be made to them.

ALMS-HOUSE SCHOOL.

We are of the opinion that the Alms-house school exposes the young to bad associations, that it does not reform juvenile truants, that its influence is bad, and that it should be discontinued. The Committee respectfully suggest that a school, established and maintained by the county, for the education of habitual truants, who should be sentenced to it, where manual labor could be combined with mental culture upon some well-matured plan, out of reach of degrading and perverting influences, would be productive of great good.

We like the spirit of what is said above concerning Mr. Coe's labors. He is not a police officer, but a missionary. He does not enter people's houses, armed with the law, to force them with fines and imprisonment to do what they may be unwilling, perhaps unable, to do; but he enters them full of the spirit of the Gospel, to teach the people their duty to their children, and to show them how to perform it. The services of such a man are of incalculable value. They will prevent in the end more vice and crime than a whole score of police officers. Any city or town that can succeed, for the next ten years, in bringing all its children to school, and teaching them well when there, will at the end of that time scarcely need a police force. Which of our Pennsylvania cities or towns will be the first to try the experiment?

The opinion expressed concerning the Alms-house school of New Bedford applies equally well to our Pennsylvania Alms-house schools. Each of our large counties should have a Home for neglected or friendless children, provided at the expense of the county, and the several boards of directors should be given authority to send to it all children whose ignorance or destitute condition justifies this disposition of them. Such a Home should provide manual labor as well as instruction for its inmates. Lancaster is the only county in the Commonwealth, to our knowledge, that has provided a Home of the kind alluded to. The buildings for the Home in that county were mainly erected by countributions from benevolent citizens, and certain large-hearted ladies are continually supplying it with the wherewithal of such an establishment. In this respect, it is like the Homes in other counties; but, in addition to this, the county contributes to its support the handsome sum of $5,000 per annum, on the condition of its receiving and caring for the children of the poor who may be sent to it. The Lancaster Home has thus become a public institution, and is supplying a pressing public want. One thing is still to be desired, the vesting of authority in the several boards of school directors in the county to send to the Home truant and vagrant children, and such others as the safety of society might justify being disposed of in this way. Does not such an arrangement effect all that is contemplated by the friends of compulsory education? If so, no friend of our present voluntary system of education can object to its being supplemented in such a way.

THE GROWTH OF NORMAL SCHOOLS.

FROM what is stated below, it will be seen that nearly all the schools for the instruction and training of teachers now in operation in the different countries of Europe and America, have been established within the present century. This will seem remarkably strange to those who reflect upon the nature of teaching. By such persons it will be readily acknowledged, that the chief end at which teaching aims, the development and culture of the human mind, is one of the noblest that God has permitted man to struggle for, and that the process by which alone that end can be attained is of a character so difficult, that none but the most gifted intellects can fully comprehend or the most skillful hands properly execute it. Can he teach well who does not understand the relations of what he teaches? Is he a suitable person to develop the human mind who knows nothing of its powers and aptitudes? What kind of work does a clumsy hand make, as it touches the delicate threads that interweave themselves into the spiritual life of a child? Ignorance can nowhere do as much harm as in the school room; and yet the idea that teachers ought to be prepared for their work is of modern origin. Institutions have long existed for the preparation of doctors, lawyers and clergymen; even those who intend to follow some mechanical occupation have been compelled, from the earliest times, to serve some years of apprenticeship; but those who engage in the work of instructing and training the young, have been allowed to do so in all countries, until quite recently, without question as to any necessity on their part for previous preparation. This great error may have resulted from the conviction that teaching is an art so simple that every one has the natural ability to practice it with skill; that it is a gift with which some are endowed by their Creator, but which cannot be acquired by those who do not possess it; that it can be learned only by actual experience in the school-room; or that nobody understands the principles upon which it is based, and, therefore, the *guessing* of one is about as likely

to be right as the guessing of another. It is not our present design, however, to attempt to resolve the philosophy of this error, but simply to note the fact of its existence. But this may be said, that while teaching in the past has required less preparation on the part of those who practice it than any other profession, all the signs of the times point to the conclusion that in the future it will require more. The education of children is yet to become the most potent of all agencies for the advancement of civilization in all its various interests, and the profession that proposes this as its great end must, eventually, become the most learned and the most honored of all professions.

But our principal purpose in this article is simply to state some historical facts concerning the growth of normal schools, and this we now proceed to do. The first normal school, or school specially devoted to the training of teachers, was established in 1681, by the Abbe de La Salle, canon of the cathedral of Rheims. In 1684 the institution was placed under the charge of the Brothers of the Christian Schools, a benevolent organization. Exactly how much was accomplished by it we do not know.

A German philanthropist, Augustus Herman Franke, formed in 1697, at Halle, in Prussia, a teachers' class. This class, receiving its instruction from Franke, put in practice what was learned under his eye in an orphan school of which he had charge. This orphan school was therefore the first model school. In 1704, growing with his work, Franke established what he called a *Seminarium Preceptorium*, or teachers' seminary, and taking into it twelve of his most apt pupils, he instructed them for two years in the science and art of teaching, and then sent them forth to proclaim the glad tidings of the new gospel of education throughout Germany. Others took their places in the school, and the work was begun that has placed Prussia in the front rank of the nations of the world.

In 1735, a seminary for teachers was established at Stettin, in the Prussian province of Pomerania; and Frederick the Great established another at Berlin, in 1748, and placed at the head of it Hecker, a former pupil of Franke's. The king was so well pleased with the working of this institution that, in 1752, he issued a decree providing that all vacancies thenceforth occurring in the schools established on the crown lands, should be filled by pupils from it. From this date normal schools multiplied rapidly in Prussia, and some extended into other countries. Austria began to establish such schools in 1767; Switzerland, in 1805; France, in 1808; Holland, in 1816; United States, in 1839; England, in 1840; Belgium, in 1843; and subsequently other enlightened nations.

The following list will show the number of normal schools now existing in different countries, as nearly as can be ascertained. Their growth has been wonderful, and as new ones are established every year, there may be quite a number not included in the list:

Prussia has 62; Austria, 11; Baden, 4; Bavaria, 11; Wurtemburg, 7; Saxony, 10; Hesse-Cassel, 3; Hesse-Darmstadt, 2; Anhalt, 3; Saxe-Coburg-Gotha, 2; Saxe-Meiningen, 1; Saxe-Weimar, 2; Oldenburg, 2; Brunswick, 1; Luxemburg, 1; Lippe, 1; Mecklenburg-Schwerin, 1; Mecklenburg-Strelitz, 1; Lubec, 1; Franktort, 1; Switzerland, 31; France, 141; Holland, 2; Denmark, 8; Sweden, 5; Russia, quite a large number; Italy, 53; Spain, a number; Greece, 1; England and Wales, 23; Scotland, 2; Ireland, 1; British America, 6; Maine, 3; Vermont, 2 or 3; Massachusetts, 4; Rhode Island, 1; Connecticut, 1; New York, 8; New Jersey, 1; Pennsylvania, 7, and 4 others in a good state of forwardness; Maryland, 1; Michigan, 1; Missouri, 2; Indiana, 1; Illinois, 1; Wisconsin, 3; Iowa, 1; Minnesota, 2; Kansas, 1; Kentucky, 1; South Carolina, 1; California, 1; West Virginia, 2; Nebraska, 1.

Besides the State normal schools mentioned, there are in the United States a number of city and county normal schools. If this rapid growth of normal schools continues, and it must continue, there will soon be more schools for teachers than for all other professions put together, thus presenting a new and strange exemplification of the doctrine that "the last shall be first;" and teaching, long discarded as unworthy of a place among the professions, will assume a rank above them all.

TEACHING HISTORY.

BY JEROME ALLEN, A. M.

EXCEPT the branches usually called fundamental, there is no study so important in its bearing on the future welfare of pupils, as history. It is necessary that the young student should not only learn its outlines so as to pass a good examination, but that he should acquire a love for historical investigations. The recitation should be looked forward to with anticipation and delight.

1. In order to accomplish this, the teacher should have a genuine love for historical pur-

suits. Instead of requiring the facts of history to be recited in dull routine, he should show the deepest interest in the relation and connection of events past. It is a sad fact that this spirit is not always manifested in the class-room. Imagine a dull, lifeless class; questions asked and answered in the exact words of the author in a monotonous manner; no interest apparent in teacher or pupils, and you have the picture of a recitation sometime since witnessed in one of the oldest and largest State normal-schools in our country. From that school fifty teachers went into as many school-rooms to reproduce the same senseless proceeding ever since. There is a multitude of schools in which history is no better taught. This would not be the case if teachers possessed a genuine love for its study. Instead of bringing these pupils to a meal of picked bones, they would invite them to a sumptuous repast of good things.

2. The teacher's mind should be thoroughly stored with historical material. He must be able to bring from his treasury things both new and old, that he may compare our times with other times; our great men with other great men; our laws with other laws, and our religion with other religions. We do not know how we stand in the scale of humanity, unless we are able to institute such comparisons. Our history is so intimately connected with the history of other countries, that more is demanded than the reciting of events in chronological order; if we do only this, we lose the soul of historical study. It is not enough to say, "The Republic is great." We must show how and why it is great; make allowances for the times in which our orators, statesmen, generals, and poets live, and, by a comparison with other times and nations, we shall be able to judge of their greatness or littleness. The events in the Revolutionary war, the names of the Presidents and the repetition of historical events, are only important as frame-work; they must be covered with lines of beauty and grace. This work belongs to a live teacher, whose heart is in his work, and whose mind is filled with the soul-stirring facts of history.

3. Geography must be understood in order to properly or even satisfactorily study history. There is a geographical reason why the march of empire has always been westward. The decay of once opulent centres of commercial power has been owing to their situation in relation to the advancing civilization of the world. It is, therefore, evident, that it is only when we study history in the light of geography, that we are prepared to predict the growth or decay of the mighty powers now ruling the earth. Geography has laws. One look at the map is sufficient to tell us of the magnificent future in store for the new States of Australia. It also predicts our acquisitions, north, south, east, and west, until we rule not only America, but China and Japan. It is geographically certain that, before the close of two centuries, our Anglo Saxon republic will be master of the entire west and the farthest east. No power can resist the flow of events. It is like the current of a mighty river.

In the sixteenth century a superficial observer might have predicted that Latin civilization would spread throughout the world. But advancing science changed this commercial importance. The miserable failure of Spain's effort to impress her character on her newly-discovered lands, is shown in depopulated and poverty-stricken Cuba. Nothing remains of the once mighty power of France on our continent. It is geographically certain that the Anglo-Saxon race will rule the world.

There is no subject so calculated to call into exercise the very highest powers of the mind as history; nor one in which the teacher may be so truly an artist. But, in order to reach this result, there must be both love and knowledge.

It is needless to say that we must know comparative history and geography, in order to properly guide the affairs of the State. Without it we shall continually commit financial and legal blunders. All of the foolish and injurious legislation that has cursed us, could have been avoided if our law-makers had known that the same experiments had been tried and failed. The times in which we live demand wisdom. This cannot be obtained by simply knowing when, where, and how a certain battle was fought, or a certain man died. There must be a deeper view into the springs of man's actions, and the motives producing results.

As history is the record of living, acting, moving men and women, it should be taught so as to bring us into intimate sympathy with them, in all of their life, actions, and results.

HOW TO USE OUTLINE MAPS.

BY HENRY HOUCK.

THE teacher who attempts to teach geography well without the use of outline maps, must necessarily labor under many difficulties; and it is questionable whether he can succeed at all. Maps are indispensable. A school-room without them can hardly be said to be

even reasonably well supplied with apparatus. It is hardly necessary to say that the maps should be large, so that no matter where the scholar is seated in the school-room he may be able to see all that is on the map, even the towns, cities and rivers.

As to the manner of using them I will say:

1. The hardest usage that can possibly be given them is not to use them at all. It is to be regretted that there are hundreds of teachers who use, or rather *abuse*, them in this way.

Superintendent Wert, of Adams county, says, in his last annual report: "Of the 161 schools in this county, 121 have outline maps. In 47 schools I found them well used; *in 16 there was no attempt to use them.* A few gave as an excuse that the key belonging to the set had been lost. I visited a few schools which had been in session several months, in which the teachers were not aware, until the day of my visit, that there were maps belonging to the building."

We remember in our own experience as county superintendent, visiting a school in 1866 that had an excellent reputation the session previous. It was one of the best schools in the county. The teacher then in charge visited every family in his district, asking for contributions to purchase a set of outline maps for his school. The children co-operated with him, as they always will with a teacher who knows how to treat them. The money was raised, and that was a happy day for teacher and scholars, when the maps, new and beautiful, were unpacked and hung upon the walls of the old school room. The room never looked so well—not even on the day when it was finished. But the teacher under whom all this was done was not there when we made our visit in 1866. Another had taken his place. We saw not only another teacher, but little or none of the life and enthusiasm of the previous session. Though the scholars were the same, the school was different; not a map was unrolled, and, upon inquiry, we learned that up to that time, late in the session, they had not been used—the teacher assigning as an excuse that he had no time to *sing* geography. The maps stood on the floor in the corner of the building, covered with dust and mould, well nigh ruined.

Whilst boards of directors are annually expending thousands upon thousands of dollars of the public funds for outline maps, many are never used, not even properly cared for, and in a few short terms, a few rollers are all that is left of a once beautiful set of maps, which, under proper care, might have lasted at least ten years.

Some superintendents are at a loss when to give to teachers *five* (very poor) in the "Practice of Teaching." We think here is a chance for being liberal in giving figures. When a superintendent comes to a school and finds that the maps have never been used, or, perhaps, that they have been torn from the rollers—the globe never taken out of its place—the black-board bright and shining with the varnish of last vacation—all indicating that this apparatus was "severely let alone," he ought, if not annul the certificate at once, give the *highest* figures which the law allows.

2. A far better method than the "let alone" plan, is to use the maps daily in connection with the regular recitation in geography. The map should occupy a conspicuous place, and every prominent point occurring in the lesson should be pointed out on the map by the scholar. A recitation without this will accomplish nothing more than the storing of the memory with dry descriptions, meaningless words and statements. There will be no picture of the countries before the mind, and no proper conception of their form, extent or relative position. The map should be dwelt upon until the picture of a country is fully and distinctly impressed on the minds of the class, so that when the recitation is ended, any member of the class can draw upon the board, not only the outlines of the country, but locate the rivers, cities, towns, &c. This plan will bring new life into the recitation. The scholar sees before him all that he has studied, and his information comes not from a remembered description, but from a remembered picture. Map-drawing should be a daily exercise, for its usefulness in the study of geography cannot be over-estimated. If properly encouraged, children will take great delight in it, and the proficiency at which they arrive in a very short time is really astonishing.

3. Outline maps should be just as faithfully used in the *history* class as in the study of geography. The course of armies can be followed just as readily as the course of rivers and the ranges of mountains. Every important place mentioned in the history lesson should be pointed out on the map If any notable event is occupying the public mind, filling the newspapers and awakening interest, let it be located on the map and fully described. If the name of any distinguished person occurs in history, where is his native State or county, and where the scene of his activity? History and geography thus go hand in hand, as they always must. The pupil reads of our Saviour's life and deeds, and turns to the map of Palestine; he reads of Waterloo, and turns to Belgium, or he has be-

come interested in the late Franco-German war, and he naturally turns to a good map of France, and follows the Prussian army from victory to victory, until he reaches the very capital of the enemy. There was more geography learned of the Southern States through which the Union army marched, by studying the war maps, found in the daily newspapers, than was ever learned from books.

4. Good use may be made of outline maps in teaching local geography by the concert or chanting method; the capitals of States, names of mountains, lakes and rivers, are easily learned in this way. Care should, however, be taken that all insignificant places be omitted. It is an exercise in which all the scholars can engage. The youngest pupils, tired and weary of having nothing to do, will be most happy to join. There are those who object to the chanting part of the system, and prefer teaching by concert repetition; we will say for the former that music seems to rouse all the energies of the school, and is a very pleasant and useful recreation. The better way, no doubt, is to vary the plan.

In conclusion, we have only to say, a skillful teacher need not, will not, ask what to do with outline maps. He considers them indispensable in teaching geography—a branch not only full of interest, but what is more and better, will, if properly taught, have a tendency to elevate the minds of the pupils and teachers from things created, up to Him who is the Creator of all the wonders in nature.

"NO LOCK WITHOUT A KEY."

EVERETTA M'V. MOORE.

NO class of persons has occasion to verify the truth of this homely old adage more frequently than teachers. The avenues of the mind are so numerous, so varied, and so often obstructed by ignorance, prejudice and perversity, that it is often extremely difficult for those who would approach the mind, to clear away all of these obstructions.

A little incident, which occured within my knowledge a few months since, impressed me very forcibly with the truth of the adage. A teacher, who had charge of the preparatory department of a large school, was informed by a sympathizing friend that she would have an accession to her number, adding, "It's little Joe D——, and I pity you, for he is a very bad boy." The next morning the new pupil made his appearance, a bright-eyed little fellow of eight summers, with the independent bearing of young America. In the course of the morning the teacher requested him to perform some duty. "No I won't," was the reply, adding with a look of pigmy defiance, "and you can't make me." Nothing daunted by this unpromising beginning, the teacher kept on the "even tenor" of her way. In about two weeks I had occasion to call at the school. The first object that met my eye on opening the door was little Joe D—— seated at a desk with a slate before him, upon which he was marking vigorously, seeming very much absorbed in his work. In conversing with the teacher, she said the difficulty was now to restrain Joe; he wanted to do everything in the scholastic line which the other boys did. Just then the subject of our conversation came up with his slate, which he exhibited with amusing complacency. It was covered with the nine digits leaning toward each other in various affectionate attitudes, each made with a strong stroke, which indicated a firm hand at the pencil. "Teacher," said Joe, "I want another slate, because now I can make all the figures; this isn't large enough." From that time, Joe was an industrious and progressive pupil; the key of love and patience had been turned in the hitherto unfastened lock; the true, unselfish labors on the part of the teacher did not fail of their reward. Children are keen analysts of motives, and detect at once whether that which is done springs from a truthful and earnest heart. Let us not forget that love is an attribute of Deity, and, as such, is omnipotent. All thoughtful instructors of youth must feel that upon them devolves a responsibility of no ordinary magnitude; not only must they exercise authority and influence in their own immediate sphere, but they must counteract outside influences, which, unfortunately, are only too numerous.

Among the great men of to day, theologians, statesmen, and scientists, there are, doubtless, many who remember with gratitude some teacher who unlocked for them the precious treasure of knowledge. Then, fellow teachers, let us not yield to discouragements; let us believe fully and firmly that there is "no lock without a key."

Our vocation is a noble one. Let the indifferent, the frivolous and the narrow-minded say what they will, there is no calling which can equal it in the loftiness of its aim or the importance of its results. To deal daily with treasures whose value is far beyond gold or jewels, to lift the mind from the dull levels of common-place to higher ones, and to teach it that which alone can fit it for time and eternity

—self-knowledge, self-reverence, self-control—ought indeed to inspire teachers with the nobility of their vocation and the magnitude of their responsibility.

INTELLECT vs. CONSCIENCE.

IN THE SCHOOLS AND IN THE FAMILY.

DOUBTLESS the great majority of those who read the strictures which follow will regard the opposing of the reasoning faculties to the moral powers, which is to be seen in the heading of this article, as utterly preposterous. But the question I propose to discuss is, not whether there is any necessary antagonism between intellect and conscience, but whether the two are brought into conflict through our domestic and scholastic training. Much ridicule has been heaped upon the German population of the more unsophisticated regions of the State, for their declaration that "education is making rascals of the young men," and their consequent opposition to scholastic training. But here, as is frequently the case, the more thoughtless and superficial have taken it upon themselves to ridicule those whose observations have been more careful and accurate, and whose moral faculties are in a more healthy and active condition than their own. In the main, the Germans of Pennsylvania have, until very recently, been an honest, upright and truthful people. Admixture of other elements has, within a few years, done much toward destroying this condition of affairs; but the older class of our German citizens, they whose characters were moulded by influences, now, unfortunately, in a great measure among the things that were, still furnish us with examples of what was once the prevailing character of our population, when people said of their neighbor, "His word is as good as his bond," and said so truly.

I charge the schools of Pennsylvania, distinctly, with developing the intellect (at least the more superficial parts of it—those whose development leads to the speediest pecuniary results,) at the expense of the conscience; and I charge the parents of Pennsylvania, distinctly, with preferring that they should do so. I address myself to people who are capable of independent observation, those who are never guilty of repeating, parrot-like, what is in every one's mouth, merely because "everybody says so," and who are free from passion. In short, to those who are able to give a question a *real* examination. Let such men and women observe, dispassionately, the society about them, and I do not fear any contradiction of what I have asserted. Of course, I am not to be put off with the declaration, undoubtedly true, that the vast majority of parents and teachers would indignantly disclaim any such imputation. follow the good old rule, one that will never be superseded, because it is founded in common sense, of judging the tree by its fruits. The expression of high-flown moral sentiments is a very common and an exceedingly cheap way of establishing a character for conscientiousness; but the judge on the bench pays as little regard to it as he does to the wind that blows.

Every close and accurate observer knows how common it is for both parents and teachers to praise children, even in their presence, on the ground that they are "smart," sharp, intellectual, or intelligent. And all such know equally well how lamentably *uncommon* it is to hear them hold up to admiration the qualities of sincerity, honesty of purpose, truthfulness, uprightness and integrity, and, in short, thorough conscientiousness. Still less do they require habitual conformity to these principles as a constant rule of action. The teacher who attempts it will soon find the majority of the parents with whom he is brought into official connexion arrayed against him in a body. If they are agreed on no other point, they will be quite certain to harmonize on this. Of course, they will exhibit sufficient worldly wisdom to base their opposition to him on other than the real grounds, as it certainly would not look well for parents to decry a teacher because he tried to elevate the moral standard of their children; but the opposition will be sure to come under some false guise or other. The teacher who does his duty in this matter, must expect to encounter the charges of "censoriousness," from people who are by no means remarkable for their charity; of "severity," from those who are anything but paragons of mildness; and of disregarding the obvious fact that "boys will be boys," by those who have no desire that they should ever be anything else than very unprincipled boys, and who may, with literal truthfulness, be described as nothing but great, overgrown boys and girls themselves, without anything of the character of the true, noble man or woman.

But why should he hesitate because he will have to meet this kind of antagonism? Parents do not generally appreciate the endeavors of teachers to develop even a higher intellectuality in their scholars; from the very nature of the case it is impossible that they should do so. What proportion of the parents of Pennsylvania are able to rate at their proper value the efforts

of the teacher who should introduce into his school the Latin language or the study of natural history? The only question, then, it seems to me, is that which is commonly called "the question of bread and butter"—how far a teacher can afford to go in his endeavors to benefit people *in spite of themselves*? (for this is what intelligent men and women are constantly obliged to do for others,) and, as this is a question which every one must determine for himself, I leave it where it belongs, without further discussion.

People who are satisfied with the exceedingly low existing standard in these matters, neither see nor feel the lack which I have set forth, and it would be amusing if it were not disgusting. nay worse, appalling, to witness their perplexity in reference to the motives of one who is conscious of our deficiencies in this respect. Let no one be discouraged through a want of coöperation on the part of this class of people.

And yet, with all the popular opposition to any sensible and systematic efforts to bring about a better condition of affairs, every one knows how well-nigh universal is the complaint of the inefficiency of teachers and the worthlessness of our schools; complaints which unfortunately are, to a great extent, well-founded. Our present system of instruction is productive of what may be termed *cheap characters*, developing young men and women who are remarkable, principally, for their silks and broadcloths (fashionably cut,) French flowers, kid gloves and patent-leather boots, disagreeable voices, bad manners, and a very shameful want of moral principle. But teachers must be selected from the existing population; as we sow, so we must reap. The consequence is obvious.

In conclusion, let me beg that no honest-hearted person who has followed me through these remarks, will allow himself to be wounded by what I have said, or make the great mistake of supposing that I confound all parents and teachers, indiscriminately, with the class which I have feebly attempted to describe. I know, as well as any other person in the State, how many noble exceptions there are to the rule, and wherever I meet them, I prize them as diamonds of the first water.

York County, Pa. EBORACUM.

"It is the type of eternal truth," says John Ruskin, "that the soul's armor is never well set to the heart unless a woman's hand had braced it, and it is only when she braces it loosely that the honor of manhood fails."

AMERICAN EDUCATION PROGRESSIVE.*

BY JOHN EATON, JR., U. S. COMMISSIONER OF EDUCATION.

It is related of an eminent painter, that he remarked as he was about to close his career, after nearly a century's practice in his art: "What a pity it is that my eyes and hands fail me just when I am beginning to understand what painting is!" A fit sentiment for educators or their most eminent generation or epoch. Each, however perfected, seems to be only ready to begin as the departure comes. How often the richest personal treasures are buried with their possessor!

Histories gather something of the lessons wrought out of experience, and they, says Bacon, "make men wise." Hazlitt observes: "All that is worth remembering in life is the poetry of it." He could well have added, that to the enthusiast the driest facts, and to the mourner the simplest concerns of the departed friend, become poetic. Each present must fill its gamer from the preceding past. All full-orbed lives or events are so many pearls. They are indeed separate, but an endless chain runs through them all and binds man to the Creator. The separation of the pearls does not break the chain; the separation of events does not break the divine purpose. Would the American educator trace this unbroken connection in the order of educational events in our country, he may fitly come to the pursuit with an enthusiasm which shall make the driest prose the richest poetry; so shall he catch the inspiration of the fathers and have his soul opened to what they proposed and to what is to come. Would he gather the fruit of their lives, and gain what there is in them prophetic, he must seek it as Elisha sought the mantle of Elijah The historic is closely related to the prophetic; yet with all our desire to penetrate the mysteries before us, we squander the very philosophy of history, and wantonly drop from our hand the only clue that we can safely follow Teachers who would be taken up into the secrets of their predecessors, must walk with them.

Undoubtedly more original colonists came to this country for the one privilege of serving God according to the dictates of their consciences, than for all other motives. This purpose was paramount; under its influence they suffered deprivation, exposure and savage death; under its influence they reared the home, the church, the school and the State. When the great conspirator would overthrow Rome, he corrupted the young men; our fathers, when they would rear a pure and permanent State, the conservator of liberty for their children and for mankind, "fed the lambs;" they took care of the young. Like that great people whose wonderful training of childhood and youth has preserved their identity the same whether ruled by Solomon in all his glory, or scattered wanderers in all the earth, our fathers bent all influences in family, church and State, to the training of the young.

Nothing among us is more *sui generis* than American education. What a writer so well said of England, is pre-eminently true with us: "It is the chief of many blessings derived from the insular character and circumstances of our country, that our social institutions have formed themselves out of our proper needs and interests." Moreover, the grand opening to the West for enterprise has given us as a people, an idiosyncrasy not badly illustrated in the story of the sick squatter, who, in reply to well-meant spiritual admonitions, said that "for his part he should n't care to go to heaven unless he could be sure there was a big wild country to the west of it."

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*Read before the State Teachers' Association, at Williamsport, August 10th, 1871.

A just estimate of American education, while not omitting any of these considerations to which we trace what is peculiar among us as a people, must include any other facts, pursuits, ideas and doctrines, which shape, affect or influence our character as individuals or as a nation. Purposely, and I hope fortunately, the form of our subject, AMERICAN EDUCATION PROGRESSIVE, requires neither extended chronicle of events, nor their elaborate discussion, but is satisfied if the progressiveness of our nation in education is pointed out.

Perhaps the first school of which we have any distinct record was the East India school, erected in Virginia, in 1622, by funds contributed by an East India ship's company. But in New England every sentiment out of which culture proceeded pointed forward and upward. There they believed, as the inner light of the Quakers taught in Pennsylvania, that every man had a soul and every soul was directly responsible to its Maker, thus infusing a philosophy into affairs, new to the practice of Europe, and laying the foundations for an equality of privileges and rights, which placed the government under equal obligations to the humblest and the highest.

Their earliest school enactment in Massachusetts declares their purpose was first to check that old deluder, Satan, from keeping men from the knowledge of the Scriptures. Beginning with Peregrine White, the first child born near Plymouth, and offering for the application of the principle, it would in due time have carried light to every child in the land, had not insuperable barriers temporarily interrupted its universal application. Their idea of their obligation to disseminate these privileges by all appropriate means, came out in the constitution adopted in 1780, in which they declare, that they cultivated learning for the great benefit of this and the other United States of America. Grand men these; their bodies have long been mouldering in the grave, but their souls are marching on.

In New York, Adam Boelandsden, who came over with Governor Van Twiller in 1633, is reported as the first professional schoolmaster. In the more eastern colonies, although the school houses and names of the teachers are not found in human records, the careful training of the young was a custom from the first. Their leaders were as a rule alike devout and educated; men of thought as well as action. They brought with them the classical, metaphysical, political, theological, and religious learning of the Old World. It has long been held that there was a graduate of an English University to every two hundred inhabitants of Massachusetts Bay, in 1650. Some among their religious teachers took rank with the best of their class.

In addition to preaching, they taught the children of the parish. Their clergy long continued to teach as a duty. Rev. Dr. Woods, who taught Daniel Webster, fitted one hundred young men for college, of whom some fifty became ministers of the gospel, and twenty lawyers. Indeed, they have always, as advisers or patrons, as teachers and visitors, exerted a controlling and salutary influence over education. But the growth of the colonies early created a demand for teaching that the ministry could not supply, and incompetent persons were more and more employed. The felling of trees, the struggle for subsistence, and the sufferings from Indian incursions, did not promote erudition. The greater their dangers, the greater their efforts. What the family, the church, and voluntary individual efforts, methods so far trusted, began to fail to do, the whole body of the people in their organized capacity as colonists undertook to do, by ordering, through the general court in 1642, a formal provision for schools, "to the end that learning may not be buried in our fathers' graves, and to exclude barbarism from every family."

The principle which required the governing classes in a republic to be intelligent and virtuous was nowhere denied, but slavery introduced a class that, as menials, were to be only interested in being governed, and thus furnished a motive for the perpetuation of that class culture practiced in the Old World. The necessity and popularity of the first doctrine prevailed so far as to ingraft itself into every State constitution in time, but the resistance to efficient State educational action, which defeated Thomas Jefferson and his associates in Virginia, resulted, in the so-called Southern States, in legislation and organization so imperfect that the public schools were only for the poor, and received often the designation of pauper schools. The abolition of the school for the poor and the establishment in their place of those for all classes, cost a fearful struggle in Pennsylvania. For a period, the most that any State did was to pass laws for the guidance of towns, cities, or counties, leaving the levying of taxes and establishment of schools to the smaller civil units. Taxation by the State came by degrees; so of reports of local action. A fee for tuition was usually charged. New York, Michigan and Connecticut long continued it, and New Jersey only made her schools free at the last session of the Legislature.

Connecticut, the first to provide for a State school fund, did not do so until, in 1793, the statute was passed selling the Western Reserve lands and setting the income apart for this purpose; and it still remains for such a use of these funds to be devised that they shall only and always result in promoting and not in hindering educational effort. In New York, Gideon Hawley became Superintendent of Common Schools in 1813, at a salary of $300 per annum. By the constitution of 1822, the proceeds of all lands belonging to the state were constituted a fund for school purposes. Massachusetts did not establish her State school fund until 1834, and the statute, which constituted her State Board of Education, and provided for a secretary whose time was to be devoted to the improvement of the schools, was not passed and approved until 1837; Horace Mann, that prince among educators, being the first secretary of the board. Thus late and slowly came that State inspection, supervision and organization, which has been so widely the main-spring of the vast improvements since. How gradually has the efficiency of supervision been extended by subdivision and co-operation in city and country? —New York having had the fortune to establish country supervision in 1841, and to abolish it in 1847, and re-establish a similar grade in 1856. But somewhere there has been most of the time some forward movement in legislation, aiding the college, and the library, advancing methods, enforcing means to secure attendance or improve teachers, or reach the unfortunate by nature, and the neglected.

The same evidence of progress is observed in a glance at the profession of teaching, among whose pioneer schoolmasters, the name of Ezekiel Cheever is so prominent. From one it has multiplied in number to over 200,000. What has been the growth of the subjects of instruction no colors can adequately picture, no figures tell. Beginning with reading and writing, the list stretches out to every field of knowledge, up to every height and down to every depth. Here again we see the providence and correct adherence of the fathers to those first principles from which progress was to be expected throughout the land and for all time.

A grammar school was established at Dorchester, Massachusetts, in 1639, for instruction in English, Latin and other tongues. Whatever was accomplished in the earliest secondary American schools, they can hardly be presumed to have advanced beyond fitting students to enter Harvard, which was founded in 1638. Admission there

in 1642 required "so much Latin as was sufficient to understand Tully, or any like classical author, and to make and speak true Latin in prose and verse," and "so much Greek as was included in declining perfectly the paradigms of the Greek nouns and verbs." For the first year the studies were, "logic, physics, etymology, syntax and practice on the principles of grammar;" for the second year, "ethics, politics, prosody and dialects, practice of poesy and Chaldee;" for the third year, "arithmetic, geometry, astronomy, exercises in style, composition, epitome both in prose and verse, Hebrew and Syriac." President Quincy, in his "History of Harvard," says that very little exact and authentic information exists in relation to the course of studies and the degree of literary instruction in the seminary during this period, and first gives the course of studies of the fourth year for 1726, which required, besides arithmetic, recitations in "Allsted's geometry, Gassendon's astronomy in the morning; go over the arts in the latter end of the year, Ames' medulla on Saturdays, and dispute once a week." Daily a portion of the Hebrew Scriptures was rendered into Greek in the morning, and in the afternoon parts of the English New Testament also into Greek. Required to declaim once a month, students were prohibited by the laws of the college using "their mother tongue except in public exercise of oratory."

Improvement came slowly until 1700. Indeed President Mather, writing to Lieut. Gov. Stoughton, characterized the students as forty or fifty children, few of them capable of understanding his morning and evening exposition of Scripture. Stand on the same spot to-day and compare the standards of culture. The measure extends from the admission to the elementary public schools of Boston, through the close of the college course, on to the end of the special instruction given in the professional schools, clustering like the gems of a diadem around the college—divinity, science, law, medicine, dentistry, mining, agriculture—nay, till farther on to the termination of the University lectures. How much does elementary, nay, secondary training, now swell beyond the measure of that day!—the Bachelor of Arts of 1642 could not matriculate in 1872. Contemplating the development of science since the beginning of American education, we realize that our fathers stood but on the threshold of knowledge.

Geography to their own observation comprised something of Europe and the ocean intervening, and a section only of the new continent elsewhere altogether undefined, now observed, and largely triangulated, surveyed, mapped, and filled up with cities and hamlets. The science of geography slowly developing on the track of human travels, had only for a century or so admitted the spherical form of the earth. Mercator, the Hollander, had but just published his measurements by degrees. Ortilius had only issued his atlas, "Theatrum Mundi," in 1603. Topography was only attempted. Cook had not explored the southern seas; Humbolt had not ascended the Andes, nor Livingstone pierced the wilds of Africa. A primary geography of to-day would challenge severe study before being understood by Columbus; and the end is not yet. The settlement of Plymouth was only a century later than the triumph of Copernicus. Since that settlement Newton, Halley, Laplace, Herschel, and the bright constellations that have followed, have poured full light upon the night of that heavenly science. *Botany* has multiplied the six hundred species of plants enumerated by the Greeks in the first century, to tenfold the ten thousand species recorded by Lembrant in the eighteenth century. *History*, though beginning in Eden, had not enacted some of its grandest and most instructive dramas. The modern writing of it had been only attempted. The large majority of its readers will not go back of what the last two and a half centuries have published. *Geometry* had indeed already, in its travel from early times in Egypt and Greece laid deep foundations and reared a grand structure, but Kepler did not introduce the idea of infinity into its language, nor Descartes add his contributions till near the end of the sixteenth century, while Newton's differential and integral calculus, and the developments of Euler and Legendre have been added since the founding of Harvard in 1638. Even algebra had received comparatively few of its practical applications. Witness the symbols of Vieta and Newton's binomial theorem. *Chemistry*, rising from the mystical alchemy which obscured it until the 18th century, now sheds its blessings in every household, on the farm, in the shop, revealing to man the most valuable secrets of organic and inorganic nature. Priestley did not discover oxygen until 1775, and Liebig, born in 1803, is still leading his followers to greater and greater triumphs. When learning began its career in America, *Natural Philosophy* was hardly more than a subordinate topic under the general head of physics. Since the 16th century, the development of its principles and their practical application have revolutionized the world. Steam and electricity, powerless till 1800, are to-day the mightiest agencies for universal enlightenment and evangelization. The great principles in *Zoology* and comparative anatomy are of recent date crowned by the still later labor of Agassiz under the auspices of the oldest American college.

But I forbear, and yet I should omit most essential proofs of the progressiveness of American education as found in the profession of teaching, did I not call to mind an additional fact or two.

Preparation for teaching was, among our fathers, altogether without special opportunities; persons prepared to be something else and became teachers, as it happened. Ticknor suggested fitting young men for "school-keeping," in 1789, and Rev S. R Hall, beginning at Concord, Vermont, in 1823, for several years delivered lectures to his pupils on school keeping and school-government. In 1839, Cyrus Pierce, at Lexington, Massachusetts, opened the first normal school established under the auspices of the State. Only three pupils applied for admission. Now no system of education is considered efficient without their aid. Even private institutions seek to supply something of this training. Where then could the teacher look for the literature of his profession? Great teachers had lived and died, great schools flourished, great improvements been made, but the period of their flowing into literature had not come, indeed is hardly yet arrived. Dr. Henry Barnard has done much to gather, preserve and embody it.

Milton wrote his famous letter on education to Master Hartlid six years after the foundation of Harvard. The Picketts issued in New York, in 1810, "The Juvenile Mirror," or "Educational Magazine," without any pompous editorial remarks. Bound, it has something the appearance of an old New England primer. This first of educational magazines is now replaced by eighty-four periodicals devoted to various educational objects. The formal association of teachers for the advancement of education is altogether a recent practice, its grandest development being almost entirely within the memory of persons now living; yet out of these associations begun, perhaps, in Middlesex, Connecticut, in 1799, springing up in every State and in so many cities and counties, and including church and Sunday-school gatherings, have come some of the most valuable measures and impulses promotive of educational progress. Still another auxiliary, started in Connecticut, in 1839—the Teachers' Institute—is exerting a wide and beneficial influence.

Nor is a look at the buildings, text-books and apparatus of that day and this less suggestive. The first abode of the early college was often a single house, perchance a log cabin. Now health, taste, convenience and lavish expenditure rear in our villages and cities educational structures at once expensive and ornamental, exerting a most important educational influence, and many a country school-house is a gem of beauty, to be in many a memory a joy forever. A recent writer credits Pestalozzi, who died in 1827, with the first use of the slate. Noah Webster says, that "before the Revolution, and for some years after, no slates were used in common schools; all writing and the operations in arithmetic were on paper." The change and multiplication of text books is amazing. The Horn Book and New England Primer once composed well nigh the entire course of elementary instruction. Within a century Dilworth's Spelling book, Hodder's Arithmetic, and Pike, and Murray, and Morse and Webster, have achieved their glory. What have taken their places let the great publishing houses of to-day testify. The multiplication of aids in the way of apparatus is at this day beyond enumeration. The museum presents material nature and the history of mankind, the philosophical room displays the manifold relations and operations of matter—the laboratory reveals the mysterious forces and effects of elemental action—the telescope and microscope disclose at once bodies most distant and minute, while photography catches their forms and presents with equal ease and accuracy mountains of the moon, apparent crests of the sun, and changes in molecular matter that be magnified fifty thousand times to be perceived, and genius is touching canvas and marble for the inspiration of the people.

A single scrap from history will suggest the corresponding change in methods. Judge Sewall's diary undoubtly affords us an authentic illustration of college discipline at Cambridge. It occurred in 1674; the offense was "speaking blasphemous words." After examination by the corporation, the offense was submitted to the overseers for advisement. The offender was sentenced to be "publicly whipped before all the scholars," and "to be suspended from taking his bachelor's degree," and "to sit alone by himself uncovered at meals during the pleasure of the President and Fellows;" "to be obedient in all things, and, in default, to be finally expelled from the college" The execution of the sentence was no less characteristic than its nature. It was twice read publicly in the Library, in the presence of all the scholars, the government and such of the overseers as chose to attend. The offender having kneeled, the President prayed, after which the corporal punishment was inflicted; and the solemnities were closed by another prayer from the President."

The traditions of every family are full of the experience of other days in the elementary schools. Our fathers saw the dawn—we are in the meridian blaze of educational facilities—but how do we stand in the comparison of results? They educated to produce character, and strove to make its possession by all the people the basis of national integrity; in this respect is *our* record as honorable as theirs? They wrought in a narrow circle and with a selected community; but it is our privilege and should be our glory, that we may extend the blessings of education to millions, respecting all ages, nationalities and conditions of men.

Perhaps the most signal and wonderful evidence of this progress in results is the replacement of the institution of slavery in a large number of States of the Union by schools and seminaries of learning. In these schools, introduced at the close of the late war by the charity of the North, and the most wise and Christian action of the Government through the Freedmen's Bureau, opened to all, but attended chiefly by those recently slaves, attendance has increased to hundreds of thousands, and systems of schools for universal education are undertaken by most of the States, in which formerly their instruction was prohibited by most severe penalties. The down-trodden are now the up rising, and higher they are climbing the hill of science, catching perchance at the beginning a letter or figure on the run; classes are now well on in higher mathematics, and Latin and Greek, as at Nashville, Atlanta, Charleston, New Orleans, and receiving the college diploma, as at Lincoln University, at the rate of ten a year, and the diploma in Law and Medicine at Howard, while they come forward as teachers by the hundred.

There are instances of noble efforts on the part of those once supporters of the old order of things; we honor them, we point to them, to incite others to overcome their prejudice and folly. Many ex-confederate soldiers are teachers. The enthusiastic and faithful teacher of the colored high school at Petersburg, Virginia, was a member of General Lee's staff. The active State Superintendent of schools in Alabama was a confederate officer, and the able State Superintendent of Virginia was with the South. The superintendent of schools in Richmond, an adjutant in that city in their service, is devoting himself to the education of every child of every class with an enthusiasm and faithfulness worthy of all commendation. Petersburg has completed two new school houses on an improved plan; one for white and the other for colored children. Richmond has transformed the large and spacious mansion of the late executive of the confederacy for the accommodation of scholars of the free public schools, and is erecting three new houses for the same purpose. Verily, war yields its laurels to the triumphs of peace. These signal victories over prejudice add a peculiar charm to the progress of American education. Even Virginia, whose colonial governor once boasted that she had no free schools, now has opened not far from 3,000.

Nor should the multiplication in numbers of institutions of learning be overlooked as a measure of progress. In the States where free schools were cotemporaneous with settlement, their number is only limited by the increase of population, while academies and high schools for secondary instruction are as numerous as cities and villages; and the institutions for superior instruction entitling themselves colleges (William and Mary following Harvard in 1693; Yale, in 1701; Columbia, in 1754, and the University of Pennsylvania, in 1765), and collegiate institutes are numbered by hundreds; those for instruction in theology, ninety three; in law, twenty-eight; in medicine and the associated departments of dentistry and pharmacy, altogether eighty-eight; schools of agriculture are developing in every State, and here and there schools of mining, and other institutions for special instruction in the application of arts and sciences to the industries of life. Nor should those institutions be overlooked, specially the outgrowth of Christian civilization, which seek to supply the loss of parents to orphans; care for the neglected and outcast; reclaim the juvenile offenders, and tax ingenuity and overflow with charity in seeking to unfold the duties, relations and beauties of this and the future life to the imbecile, the blind and deaf and dumb.

The State educational convention of Alabama recently resolved, by unanimous vote, that the education of the colored race was a duty and a high privilege of the white race. The recent Ohio convention set before itself and the public objects especially to be sought:

1. Judicious county supervision.
2. Normal schools.

3. The township system of administration.

4. Elementary normal instruction in neighborhood institutes.

And at the last convention of educators in Massachusetts, Mr. Philbrick unfurled the banner inscribed with four special objects of pursuit and attention:

1. A fund from a State tax, to be distributed pro rata according to the actual school attendance.

2. Subordinate supervision, county or district.

3. Additional provision for the professional training of teachers.

4. The universal instruction of all children of school age.

Oregon is adopting active State supervision. California is opening her university to women, and making it free, and a few of her Christian men are offering education to the sons of the "flowery land" Texas, the last State to act, falls into line by adopting a law providing for a vigorous system of free common schools, compelling the instruction of every child, and the State Superintendent to every part of the laud appeals "to come over and help." Michigan opens her university to women, and adds, by enactment, that every child shall be educated. State legislature after legislature has had the same subject under consideration, and the debates of Congress are drawn more closely to vital public interests by the introduction of educational subjects. Massachusetts has for a year been teaching drawing to her children, and setting an example to the rest of the country. The Institute of Technology, at Boston, and the Free Institute at Worcester, are pushing their illustrations of benefits of separate institutions for special instruction in aid of the arts and industries. Many colleges, while holding fast to what they believe has been tried and found good, are adding new departments to satisfy rising demands. Cornell is hopefully trying its great experiment. Harvard, already rejoicing in so large an introduction of the elective element, demands improvements that, according to estimate, will cost $350,000

American education proposes to make American freemen out of all born here, as well as all coming hither; to make them all free, not by the permission of potentate or mere law, but free with that freedom with which universal Christian intelligence and virtue only can make them free.

If our fathers should have power to examine the figures of the census of 1860, and should discover the fact that of the population of school age (from 5 to 20) about one-half did not attend school, and that if these absentees had sought attendance there were in the country neither school houses to receive them nor teachers to instruct them; and should they further notice the fact that of the adult population probably about one in five could not read and write, and now that once more all men are freemen, and that all freemen are admitted to the jury-box, the ballot box, to official position and the witness stand, how would they be shocked by the manifestly imperilled condition of the free institutions they so ardently cherished? Would they not remind us that ignorance, with its train of evils, is of all things the most impracticable and American; would they not invoke every agency of culture to fulfil to its utmost its obligations to every other, whether local or national, for the dissemination of sound learning and its benefits?

Among the facts which are forced upon our attention under this notice of the progress of American Education, we find in the array of opposing forces meeting us every here and there, as we have already felt, the fact that the greatest share of ignorance is sectional; three-fourths of the adult ignorant population in 1860 were in the South. How do the lessons we have been reaching aid us in meeting this great outlying difficulty so threatening of evils? On inquiring the cause, one word—"Slavery"—formerly answered. Now, opposition to culture there offers various reasons. One says, "We are poor and cannot afford the expense. Portions of our country are sparsely settled, and schools are impossible." But free common schools have neither failed in the West on account of sparseness of population, nor in inclement Sweden and Norway, where they secure the instruction of 97 per cent. of the children. Another says, "We have had no experience in the management or the benefit of free common schools as conducted in the North; we do not understand them and do not want them." Another says, "I do not believe my property should be taxed to educate the children of other men." Another says, "The education of the negro will spoil him as a laborer;" and so on through the catalogue of objections that have been anywhere urged against free common schools. Intelligent men offer them; the private independent institutions of learning now in existence are interested in retaining their patrons, and might lose them if free schools were established. The action of the churches in certain cases in their own behalf is opposed to the adequate effort of the State. Much of this opposition is honest, and is so far susceptible of removal by reason and argument.

But there is another manifestation, ignorant, blind and passionate, guided by the prejudices which have grown up in the darkness of slavery, which is violent in its proscription, burns school houses, whips and murders teachers and school officers. A few have recently settled there who are familiar from experience with free common schools. But they are mistrusted and too often despised. Besides, could they have their own way in directing the establishment of systems of education, their views would be as diverse as the systems under which they were instructed, and would date back ten, twenty or more years, when imperfections existed in those systems which have now passed away. Nor is there any medium at hand for the correction of their opinions or for the dissemination of educational information. The literature in regard to the origin and conduct of schools is as a rule wanting.

National educational organizations sustain a vital relation to the important responsibilities devolving upon us. There is, I am confident, a form and method of action for the general government, entirely constitutional, and accordant with our institutions and traditions. In the Department of the Interior, which is specially charged with the control of a variety of domestic affairs, you already have the office of Education, required to collect and disseminate information on educational subjects and to suggest the best methods and systems. Strengthen this office adequately, give it the means to fulfill this function as occasion shall offer, and untold good will result. The moral influence of the best work in the North will be disseminated in the South. The inspiration and the arguments so much needed, may be supplied. But this is not adequate to the present necessity. Five years constitute an elementary school generation. Already one in the South has passed into final ignorance since the government has been at work restoring order. To be sure, General Howard did vastly and nobly through the Freedmen's Bureau. But the country feels that the conditions of war have ended.

Some other form of effort must be devised, into which the element of pecuniary aid must evidently enter. Many questions might arise about raising the necessary means by tax; but from the earliest days the Nation has not questioned the right to use its domain for this purpose. The sale of public lands is now paying into the National treasury above all expenses a million or a million and a

half annually. The General Land Office is also in the Department of the Interior, under the same secretary. Congress has only to enact that these net proceeds of the land sales shall be used in aid of education. A measure involving this principle was advocated in the interest of certain States and carried through Congress by the immortal Clay and his associates, and vetoed by the President. No such fate would now defeat similar Congressional action. A President and Cabinet, of whole-souled devotion to the public welfare, would give all their weight in favor of its most efficient execution. What was bestowed could be distributed through the local systems of education, on condition that their privileges were free and universal, and that the sum thus expended be supplemented by required amounts raised by local taxation. Charity has already, through the example of the noble Peabody and skillful Sears, shown the wisdom of this course. Shall not all the other citizens of the country equal these in beneficence and wisdom? What home in all the South can fail to speak their names with kindness? What home in all that sunny land, so abandoned to calamity, could fail to come to feel kindly and loyally toward a nation that should do commensurately as nobly for their children? Is not this a sure way to peace, lasting peace? If the funds bestowed by the general government should be multiplied five or six times by local taxation, as are those disbursed by the Peabody trustees, we might anticipate the entire expenditure for schools in those States would reach from five to seven millions annually. How soon this would multiply schools and teachers, improve all that pertains to education, increase wealth, multiply the comforts of life, and inaugurate a prosperity impossible under the conditions of civilization formerly enforced there! Can any citizen, any educator so fail to see the

"Phantom army come,
With never a sound of fife or drum,
Keeping time to a throbbing hum
Of wail and lamentation—
The men whose wasted figures fill
The patriot graves of the nation,"

as to reply: "This is no concern of mine;" while yet, too, the air is thick with the horrors of the Parisian massacres, and there are premonitions of a similar explosion in our own metropolitan city.

All are impatiently waiting for the results of the incoming census. We are permitted to know unofficially, an item or two. Of each 1,000 adult persons in New Hampshire in 1860, only 246 could not read and write—the highest percentage of intelligence of any State in the Union. Now, her total population has decreased nearly 8,000, but the number of adults unable to read and write has at the same time nearly doubled, while there are 17,107 less children attending school. As a contrast in respect to growth, the population of Kansas has increased 250 per cent., and the number of adults unable to write has increased 600 per cent. By the census of 1860, the total number of pupils in the public and private schools of Florida, Georgia, Louisiana, Mississippi, North Carolina, Virginia and West Virginia, was 382,604. An approximate statement from the census of 1870 shows the number of pupils in the same States to be 369,635, a decrease of nearly 13,000 in school attendance, while the total population has increased 333,000. Certainly these early whisperings of the new census respecting the present condition of intelligence in the country are not calculated to lull any educator to sleep, even in the most favored sections, however he may ignore his obligations to co-operate in that progressiveness of education which shall make it universal and complete.

Does any individual or section for any cause, indulge in indifference or inaction or opposition, the spirit of the progress which we have noted is irrevocably fixed and looks only to final triumph. This spirit is well illustrated by a declaration said to have been made by John Knox. Long imprisoned, emaciated with sickness, as the galley in which he was confined lay on the coast between Dundee and St. Andrews, he was asked if he knew the land within sight. He replied: "Yes, know it well; for I see the steeple of that place where God first opened my mouth in public to His glory; and I am fully persuaded, how weak soever I now appear, that I shall not depart this life till that my tongue shall glorify His godly name in the same place." And verily so it was.

Education has begun a work for man and God in America, which, whatever fortune may temporarily betide, will yet be accomplished.

DUTIES OF PARENTS.

PROF. S. M. HEMPERLY, PALATINATE COLLEGE.

Great are the responsibilities that rest upon parents. Numerous are the duties which they owe to their children. To them is entrusted the forming of character, more valuable than the purest gold. Into their hands is given the framing of the youthful mind. Proper parental instruction, therefore, makes deep and lasting impressions upon the minds of children. The neglect of no class of duties would more speedily engulf our species in crime and misery, than a general remissness of parental duties. Nor does the discharge of any other class of duties rise higher in rational enjoyment than do the parental when properly discharged. It is the imperative duty of parents to "train up their child in the way it should go." Much is implied in this injunction. It means, in the first place, that children are capable of being trained up physically, intellectually, morally and socially. Most parents know from experience that children are capable of *downward* training. But if they have not a capacity susceptible of being trained up, then it would be useless to go through the farce of an attempt.

We have reason, however, to adore our Creator, that he has endowed our children with physical and mental powers. By proper culture these powers can be improved; they can be brought out and polished like the sculptor polishes his marble. Hence it is our indispensable duty, even in the absence of a command, to educate our children; for He would require of us no superfluous labor, He would give us no faculty to be undeveloped, no power to lie dormant.

The text quoted implies, in the second place, that there is a *right* way to train children. We are commanded to train them in the way they "*should*" go, not in the way "they *would* go," as is too frequently the case. Can parents then disregard a command issued from the highest Court in the universe? Can they expect to escape the wrath to come, if they neglect to fit their "olive branches" to flourish in perpetual bloom? To their tutelage has the proper *moral*, as well as the physical and intellectual development of their children been committed; from them is expected good counsel, wholesome discipline, and an unspotted example. Children are close observers; they will readily imitate good or bad examples. Their sharp eyes will quickly spy out the faults of others, especially those of the parent. We should therefore instruct them by both precept and example.

Give proper culture in the very first stages; sow the seeds of virtue in youth, and you will never have cause to regret it. Educate all their powers fully and harmoniously,

and you will well have begun the work of human reform. There is no question but that every individual in the land will be educated in a right or wrong way; every boy and girl will receive an education of *some* kind. Frequently the young are proficient scholars in schools of mischief and crime, developing their propensities, appetites and lusts, strengthening their physical and intellectual faculties, only to be capable of devising and executing the most consummate villainy and wickedness, casting aside charity and innocence, despite the admonitions of justice, and polluting our earth with intemperance, licentiousness and the most heinous crimes. Ignorance and superstition are powerful foes; they sow seeds of discord; they enslave the mind; they unfit us for society, and rob us of all that is noble and dignified. To combat these successfully, parents must form an alliance with the Republic of Teachers. Their strength is increasing. Their adaptation to supply your demand is continually becoming more desirable, and, ere long, we trust, will be entirely adequate.

Good parents and wise teachers have the same end in view, and when both unite their efforts, no enemy is too formidable, no victory is too glorious, for their united achievement. It is a very good plan for parents and teachers to consult together respecting the discipline of their children, that thus the best means may be devised for their benefit. If, however, teachers do their utmost to improve your children, and you neglect to further their endeavors, much time and much labor is lost. It should, therefore, be the earnest and constant effort of parents to know how they can benefit their children; what they must do to encourage them, and how to co-operate with their teachers. Parents should also grant time to their children to attend school regularly. Nothing is so annoying and so unreasonable, as to have pupils attend school irregularly, because it robs them and their teachers of time that is far too precious to be thus squandered away. Parents who are too narrow-hearted to give to their children, both male and female, a good education, unless it is absolutely impracticable, ought to be considered unfit subjects for society.

Parents owe still other duties. It is expected that they furnish the various agencies for carrying on the good work. They must build school-houses, plant shrubberies, furnish apparatus, text-books, and give a liberal support to their teacher, who denies himself of many pleasures for their benefit. Parents should also visit their respective schools. This would show that they have the cause at heart; that *their* interest and the teacher's is a common one, and that the prosperity of the school depends in a great measure upon the interest manifested by patrons. None, who are worthy of the name of parent, should consider any task too troublesome, if it is for the benefit of their children. All who are capable should regard it not only as a duty, but as a delightful privilege to educate youth for prominent positions in life.

We behold in the young children of every domestic circle the embryo men who, in a few years, shall hold the reins of government, be the representatives of our nation in foreign lands, occupy our pulpits, fill the professional chairs in our universities and colleges, be our lawyers and physicians, and the students who shall investigate and develop the various branches of art and science. Upon them will depend the moral as well as the intellectual tone of the next and succeeding generations; and shall they be neglected?

Love of country and free institutions alone should urge us to imbue the minds of the young with proper and nutritious instruction. Remember that "Knowledge is power;" that an enlightened and a virtuous people can never be enslaved; and that, on the intelligence of our youth, rest the future liberty, the prosperity, the happiness, the grandeur, and the glory of our beloved country. Give proper parental instruction, then, in the family circle, and while you are fitting your children for the various duties in *this* life, teach them also that there is a higher and a nobler life beyond the grave.

AN IMPORTANT TRUST.

THE PRINCIPALS OF OUR SOLDIERS' ORPHAN SCHOOLS.

THERE are, in the various institutions of the State, about thirty-six hundred children, whose fathers fell in the late war. These orphans are clothed, fed, educated and trained intellectually, industrially, morally and religiously, wholly at the expense of the public, at a cost of more than half a million of dollars annually. But few, even of our own citizens, are fully aware of the magnitude of this work. Many may know that the Legislature makes, yearly, large appropriations for the benefit of the soldiers' orphans, and exult, with feelings of State pride, over the magnanimity of the act; but further than this little is known, and, it is feared, slight interest felt.

But with those directly engaged in this great enterprise it is far otherwise. To the principals of the soldiers' orphans' schools, the one absorbing object of thought and toil, is the success of the institutions under their charge. At a recent meeting of these gentlemen, it was apparent to every observer that they are men of intelligence, culture and ability, and that they regard the welfare of the orphans committed to them by the State as a sacred trust. A body of men more zealous and untiring can not be found. They evidently are laboring for the well being of those for whose career and destiny they are greatly responsible.

The principalship of a soldier's orphan school is certainly a position which should not be lightly taken. When it is remembered that the entire future of the youth confided to them, will be, to a fearful extent, such a future as the training received in pupilage shall make it, the responsibility assumes proportions of alarming magnitude. The soul instinctively shrinks from a work fraught with such vital and far reaching results.

Our statesmen and philanthropists may rest assured that the thirty-six hundred wards of the State are in the hands of men who are giving the energy and strength of their best days to the worthy task imposed upon them.

C. C.

A KIND WORD FOR THE JOURNAL.

[A leading teacher of Lawrence county sends us the following kind word for the SCHOOL JOURNAL. We publish it as a specimen of the letters we are constantly receiving. Our friends have our thanks. Their good words cheer us We are determined to make the JOURNAL worthy of the cause it advocates, and worthy of the great State that gave it life.—ED.]

THE friends of education in our State have good reasons to congratulate themselves on the success of the SCHOOL JOURNAL. It is a source of gratification to the earnest teachers of Pennsylvania to be aided in the cause by a publication which is recognized as one of the leading educational periodicals of the country. Much is accomplished by this invaluable monthly, in its sphere of imparting information by maintaining and defending the true principles of education; in urging the adoption of measures for the better development of the work; in

heralding its liberal views throughout the State; in contributing to the knowledge and enlightening the minds of thinking men, thus preparing a channel for future agencies, and opening a way for ultimate educational success. The comments in the August No. of the JOURNAL in the article, "The Catholic World's Heresies Concerning Education," are worthy the attentive perusal of every American citizen. Such erroneous statements as those made by the editor quoted, so plausibly presented, are calculated to mislead, and are too apt to be heeded by the seeming friends of universal education. The advocates of the present beneficent system of public schools have sufficient opposition to contend against in the way of ignorance and prejudice, without meeting it from the press, a source recognized as an educator of the people.

The forcible and timely criticism on the article above alluded to, deserves the commendation of every intelligent citizen of the country who is interested in the maintainance and prosperity of a republican government.

TEACHER.

A NOBLE EXAMPLE.

CONYNGHAM DISTRICT, COLUMBIA CO., July 19th, 1871.

HON. J P. WICKERSHAM—*Sir:* The board of directors of this district started six evening schools for the education of those boys who must work during the day at the different collieries. The school hours are fixed between seven and nine o'clock, five evenings of each week. The regular day teachers are employed in the evening schools, at an advance of $15 per month for their extra services. The chances for males to be educated in the coal regions are poor at best, and it is hoped that this example will be sufficient to convince directors throughout the region of its absolute necessity. Some assert that this conflicts with the law; but even if it does, there is a principle of right that is higher than any human law.

These poor boys who must work in the coal mines from eight years up, are entitled to an education, just as much as the wealthy that can afford to go to college. It is hoped that this example will have the desired effect, and cause other directors throughout the coal regions to do likewise.

The names of these philanthropic directors are, Patrick Burke, President of the Board, Patrick McDermott, Secretary, Peter Ruby, Thos. Kilker, John Curran, who originated the measure, and Michael Mulligan. The names of the teachers that accepted, at such a meager salary, this additional labor, are Daniel W. Senihan, John J Coughlin, Hugh Sweeny, Martin Flanagan, C. G. Murphy and James Donahoe, all gentlemen of culture and experience in the school-room.

This note is sent to the JOURNAL for publication, that other boards and localities may profit by the example of these public-spirited school officials.

A FRIEND OF POPULAR EDUCATION.

CIRCULATE THE DOCUMENTS.

IT would be a good thing if copies of school and other educational documents were more generally circulated. Why not send copies to all public places, as rail-road stations, where people are glad to read while waiting for trains? In hotels we see all kinds of publications, educational excepted. Civilization would spread much faster, if educational publications were not laid aside by those who receive them, and never referred to thereafter. Why not read and give copies to your friends? Why send missionaries to foreign countries to instruct the heathen, while we have so many ignorant people at home?

A READER.

EDITORIAL DEPARTMENT.

THE JOURNAL GROWS.

ONE year ago when the SCHOOL JOURNAL came into our hands, there were four other periodicals in the State devoted to the cause of education, viz.: The *Educational Gazette*, at Philadelphia, the *School Chronicle*, at Pittsburgh, the *Teachers' Advocate*, at Ebensburg, and the *Educator*, at Williamsport. Toward these local magazines, we have always entertained the kindest feelings. They kept, without doubt, a few persons from subscribing for the SCHOOL JOURNAL, but they created a taste which induced others to take it, and, on the whole, even in the light of self-interest, we rather considered them an advantage to it than otherwise. And, had the fact been different, they had just as much right to be as the SCHOOL JOURNAL, and we long since got rid of the petty jealousy that denies rights to others which are claimed for ourselves. We have learned that the world is big enough for all the people who live in it.

But experience here, as well as elsewhere, has shown that but one educational magazine in a State can be sustained with the support necessary to make it a great power for good. It seems better for the teachers of a State to have one strong, central organ that speaks for them and through which they can speak to the whole profession, than to weaken themselves by division. Of the periodicals above named, but one is now published. The *Educational Gazette* stopped some time ago, and the Philadelphia teachers have it in mind to perfect a plan which will enrich the JOURNAL with their contributions, and lengthen its subscription list with their names.

The *School Chronicle* issued its last number in August, and the JOURNAL will be sent to all its subscribers for the time for which they have paid, and those who have been taking both magazines will have their terms of subscription extended. The same arrangement has been made with the publishers of the *Teachers' Advocate*. The *Educator* remains, and will continue to fight for the good cause in its own way until the time shall come when it, too, will realize that in the school journalism of a State "in union there is strength."

Thus the JOURNAL grows. Long the organ of the School Department and of the State Teachers' Association, let it now become the organ of the whole profession, the exponent of the whole educational sentiment of the State. We are ambitious to make it not only a source of power in advancing the interests of education in the State, but a source of pride to every teacher and every friend of teachers.

Last month we added *eight* pages of matter to the thirty-two large double column pages usually given, and had much of the whole number printed in small type. We are ready to print *forty* such pages every month as soon as our list of subscribers will enable us to do it. Send in the names.

THE ST. LOUIS MEETING.

AT the Cleveland meeting held last year, the three previously existing national educational associations were fused into one, and to the body thus formed were added two new departments, the first devoted to higher and the second to primary education. The National Teachers' Association, therefore, now consists of four departments or sections, as follows: Section devoted to higher education, section devoted to primary education, superintendents' section, and normal section. The first meeting under this new arrangement was held at St. Louis, August 22d, 23d and 24th. It was attended by a large number of teachers and leading educational men from nearly all the States of the Union.

Hon. J. L. Pickard, Superintendent of Schools, Chicago, Ill., presided over the general association; President Eli T. Tappan, of Kenyon College, Ohio, presided over the department of higher education; A. C. Shortridge, Superintendent of Schools, Indianapolis, presided over the department of primary education; Hon. William D. Henkle, State Superintendent, Ohio, presided over the superintendents' section, and S. H. White, Principal Normal School, Peoria, Ill., presided over the normal school section.

Gov. B. Gratz Brown, of Mo., delivered the address of welcome. The address was able, but the following passage in it was much criticised: "It is very customary declamation to pronounce that education is the great safeguard of republics against the decay of virtue and the reign of immorality. Yet the facts scarcely bear out the proposition. The highest civilizations, both ancient and modern, have sometimes been the most flagitious. Now-a-days, certainly, your prime rascals are educated rascals; and, it is at least doubtful, whether education in itself, as now engineered and confined merely to the acquisition of knowledge, has any tendency to mitigate the vicious elements in human nature, further than to change the direction and type of crime. This is not alleged, be it understood, of moral culture or of religious instruction, but simply of the education of the intellect as it really obtains." The Governor seemed to forget that our common school systems aim to do much more than educate the intellect. Still, his words have meaning in them.

Among the papers read in the department of higher education, was one by Prof. Edson, of Iowa, on "Classical Study," one by Gen. Eaton, of Washington, on "Superior Instruction in Relation to Universal Education," one by Prof. Safford, of Chicago University, on "Modern Mathematics," and one by Prof. Tyler, of Knox College, on "Pronunciation of the Greek and Latin Languages."

The reading of all these papers was followed by lively discussions on their subject matter.

A resolution to the effect that "the convention highly approves the efforts now in progress to unite more perfectly the courses of study in the public high schools and the colleges, by introducing special classical courses on the part of the schools, and by modifying, without lowering, the requirements of admission on the part of colleges," was postponed until next meeting.

The following is the thesis of the essay on mathematics:

1 Our college course of mathematics must contain in future more synthetic geometry, and less algebra and higher analysis; more practical and less abstract matter.

2. Time must be gained by beginning geometry in an elementary way before the preparatory college course.

3. Geometry and arithmetic—both subjects taken in their broadest sense—must go hand in hand throughout the course; must continually support each other, each retaining its individuality. What we now call analytical geometry must be introduced in various stages with geometry proper.

4. The text-books must diminish in size, and be largely supplemented by oral teaching. Both teacher and pupil must learn better how to work at the subjects, not at the books merely.

5. The interests of educational science, of mathematical science, of physical science and of practical utility, alike demand these changes.

The marked features of the primary section were a paper on "Teaching Primary Reading," by Hon. E. E. White, of Ohio; one on "Method of Teaching Languages," by Prof. D. H. Cruttenden, of New York; one on "Methods of Teaching Drawing," by Henry C. Harden, of Massachusetts; one on "Methods of Teaching Geography," by Mrs. Mary Howe Smith, of New York, and the interesting discussions which they elicited.

The superintendents' and normal sections held most of their sessions together. The first paper read was an excellent one by Richard Edwards, of Illinois, on "Model Schools in connection with Normal Schools." The conclusion of this paper is as follows:

"How shall the model school be adjusted? First, let it be graded, from the lowest departments to the high school; second, let each grade be under the charge of a competent teacher, who will furnish proper instruction; third, at the beginning of each term, let such pupils as are fully prepared be assigned to the grades as teachers. The class should occupy the time of the pupil-teacher for about forty-five minutes in addition to the time allotted for the preparation of lessons. Fourth, let the work of the pupil-teacher be under the supervision of the principal of the grade; fifth, let there be a stated meeting every few days to discuss the different modes of teaching; sixth, let there be an exhibition once a week of the different methods in the presence of the entire normal school; seventh, let every fault be privately pointed out to the one committing it, with the understanding that it is to be at once corrected; eighth, let the status of the class be taken at the time it is placed in the hands of the pupil teacher, and also at the end of the term, to ascertain the progress made; ninth, let four such terms of teaching be required of every pupil; tenth, let the senior class of the normal school be a visiting committee and required to report on the grades visited."

A notable feature of the discussion on this subject was an essay, by Miss Anna C. Brackett, the accomplished Principal of the St. Louis Normal School.

The paper of Hon. J. D. Philbrick on the "Normal School Problem," gave rise to an animated and prolonged discussion, which was participated in by Messrs. Rounds, of Maine; Phelps, of Minnesota; Beard, of Missouri; Wickersham, of Pennsylvania; White, of Ohio; Edwards, of Illinois, and others. The question mooted was: How many normal schools should a State provide, and what kind? The general conclusion arrived at seemed to be that each State should have a few State schools of a high grade for permanent teachers, and a large number of county or district schools of a lower grade for temporary teachers. The whole to be supplemented by a system of teachers' institutes.

J. P. Wickersham, of Pennsylvania, delivered an address before the General Association, on Tuesday evening, on "A National System of Compulsory Education," in which he endeavored to do what a St. Louis paper says he did do: "Take each of the twenty sections of Mr. Hoar's bill, providing for such a system, discuss it in detail, and tear it to shreds."

State Superintendent Bateman, of Illinois, concluded an able discussion of the question: "How far may the State provide for the education of her children at the public cost?" in the following words:

"I believe, then," said the speaker, "that the question for American statesmen is not how *little*, but how *much* can the State properly do for the education of its children [applause]; that the one thing most precious in the sight of God and of all good men is the welfare and growth of the immortal mind, and that to secure this, Legislatures should go to the verge of their constitutional powers, courts to the limits of liberality of construction, and executives to the extreme of official perogative. I believe that an American State may, and should, supplement the district school with the high school, and the high school with the university, all at the public cost—exhibiting to the world the noblest privilege of the country—a *model free school system*—'*totus teris atque rotundus.*'"

Dr. W. T. Harris, Superintendent of the Schools of St. Louis, read an admirable paper on the same subject which we desire to publish entire as soon as we have room for it.

Gen. John Eaton, Jr., National Commissioner of Education, offered the following resolution, which was adopted:

Resolved, That a committee of one from each State and Territory, and one from the District of Columbia, be appointed by the Association to take such action as shall seem to them expedient to secure a full presentation of the improvements in American education at the international exhibition at Philadelphia, in 1876.

Dr. John W. Hoyt, of Wisconsin, from a committee on the subject of the establishment of a National University, made a strong report favoring the project, and moved that a committee be appointed to be charged with the duty of further conducting the enterprise to a successful issue.

This committee was constituted as follows:

Dr. J. W. Hoyt, Madison, Wisconsin; Dr. Thomas Hill, Waltham, Massachusetts; E. L. Godkin, New York city; Hon. J. P. Wickersham, Harrisburg, Pennsylvania; Dr. Barnes Sears, Virginia; Col. D. F. Boyd, Baton Rouge, Louisiana; Dr Daniel Read, Columbia, Missouri; Prest. W. F. Phelps, Winona, Minnesota; Hon. A. C. Gibbs, Portland, Oregon; Hon. Newton Bateman, Springfield, Illinois.

Ex-Officio members: Hon. E. E. White, president N. E. A.; Hon. John Eaton, Jr., Commissioner of Education; Dr. Joseph Henry, president National Academy of Science; Dr. J. Lawrence Smith, president American Association for the Advancement of Science; Dr Samuel Eliot, president American Social Science Association.

Mr. Wickersham said that, while he was opposed to a national system of education, he was in favor of the General Government's

granting liberal aid to the South in her work of education, and offered the following resolution, which was adopted unanimously:

Resolved, That this Association will look with favor upon any plan giving pecuniary aid to the struggling educational systems of the South that the General Government may deem judicious.

The visit to Shaw's Botanical Gardens, in carriages provided by the Board of School Directors of St. Louis, on Wednesday afternoon, and the excursion to Iron Mountain and Pilot Knob, on Friday, were exceedingly pleasant. Object Lessons seemed to be as well adapted to teachers as to their pupils.

Hon. E. E. White, of Ohio, was elected President of the General Association for the present year.

OUR NORMAL SCHOOLS.

THE new school at WEST CHESTER has been completely equipped, and will open on the 25th of September with appropriate ceremonies. The number of applicants at this time, September 13th, exceeds one hundred and fifty. It is thought the school will open with two hundred students. Ezekiel H. Cook, A. M., of Connecticut, has been elected Principal, and he will be assisted by an able corps of instructors.

The KUTZTOWN school has settled all its troubles, but has not yet succeeded in finding a Principal in place of Mr. Ermentrout. Nathan C. Sheaffer is acting Principal and the Faculty is full. The school commenced September 4th, with over one hundred students. This vitality is really wonderful under the circumstances. When completely reorganized, we look for this school to bring together five hundred students. During the vacation, Wood's Steam Heating Apparatus has been introduced into the buildings, and they will be heated in this way in all their parts.

MILLERSVILLE commenced Sept. 11th, and, judging from the piles of trunks seen in the Lancaster depot, the school must be as well filled as usual. Prof. Shaub has resigned, but, we believe, the Faculty otherwise remains as last year.

MANSFIELD, to the surprise of its most sanguine friends, opened with nearly two hundred students.

We have not heard directly from EDINBORO' and BLOOMSBURG, but, indirectly, we learn that their Fall Terms, now in progress, are very well attended.

SHIPPENSBURG is pushing forward her new buildings very vigorously. They are now up to the second story, and the third tier of joists has been laid. The whole of the brick work is expected to be finished this month. These buildings, if completed as begun, will be much the best designed and most commodious in the State. They are in good hands.

The school at CALIFORNIA is almost ready for recognition. It has everything needed except a sufficient number of dormitories. The buildings are very complete. Rev. Charles L. Ehrenfeld, was elected Principal some months ago, and is pushing forward the work, both in the school and on the buildings, with great energy. Some two hundred students were in attendance during the summer, finding boarding-houses in the village. We think there is a bright future before this school, though its past has been a little clouded.

The LOCK HAVEN school progresses slowly and that at INDIANA does not progress at all.

PHILADELPHIA.

REPORT OF THE BOARD.

FROM the recent report of the Board of Controllers of the city of Philadelphia, we learn the following facts connected with their school affairs:

Number of schools,	380
" " teachers,	1,539
" " controllers,	29
" " directors,	404
" " pupils registered,	134,574
" in school at end of year,	81,854
Average attendance,	71,556
Whole expenditures,	$1,491,029.58

This shows an increase since last year of 4 in the number of teachers; of 735 in the number of pupils registered; of 571 in the number of pupils belonging to school at the close of the year; of 527 in the average attendance, and of $193,284.95 in the aggregate expenditures. Some of these figures do not correspond with the growth of the city, and should lead to inquiry. The report contains some valuable "instructions to teachers," which we shall publish in a future number for the benefit of teachers outside of Philadelphia.

The "Night School for Artisans" was open for twenty-one weeks, and registered during that time the names of 563 students. The average age of the students was 22 years and three months. There were 215 under 20 years of age; 248, from 20 to 25; 96, from 26 to 40; and 4 over 40 years of age. Eighty-four different branches of business were represented.

The following extracts from the report of Prof. G. I. Richè, the principal, will exhibit

the method of instruction, the character of the students, and the results accomplished:

"The method of instruction was exclusively by lectures, both in the class rooms and in the lecture-room, the lectures being illustrated copiously by experiments, diagrams, and demonstrations on the blackboard. The work of the professors was thus rendered extremely severe, but that of the students was to the same extent facilitated and rendered pleasant and attractive. An extended experience of this method of teaching proves conclusively that, as stated in my former report, it is the *only* system adapted to such a school.

"The character of the students was quite up to the standard of the previous year, and their deportment was, as then, deserving of all commendation. Their earnestness of purpose and evident interest in their studies were at once the strongest proof of the efficiency of the teaching and the fitting return for the labors of the faculty and the committee in their behalf. It is a highly gratifying fact, and one deserving especial mention, that a class of over sixty was formed, exclusively of students who attended the school the entire session of last year. These men pursued an advanced course of study, and have, with few exceptions, evinced an increased interest in their work, continuing to the end of the present term, ardent in the pursuit of knowledge.

"The Night School for Artisans must assuredly, in view of all these facts, be regarded as an established institution. After two such sessions, no intelligent citizen can doubt either its necessity, or its usefulness. What remains to be done is to urge upon councils the importance of liberal appropriations for its support and extension. I feel confident that many workshops must have felt the beneficial effect of its teachings, while its moral influence cannot be overstated. When it is remembered how essential a place in the community the artisan fills, and what an influence for good or for evil he must exert, surely no argument is needed to secure for him every facility for his mental or moral elevation."

A GOOD IDEA.

George F. Gordon, Esq., of the Fifteenth Ward, has issued a circular to the friends of public schools from which the following are extracts:

"Being deeply impressed with the necessity for a higher culture and more extended usefulness to the youthful generations passing through our city grammar schools, I earnestly ask the co-operation of the friends of our public school system, and the general refinement of the youth of both sexes in our city, in the present effort to institute regular courses of free lectures, to establish a free reading-room and library, &c., in the Lincoln Grammar School, Twentieth and Coates streets, and to adorn the walls of this school building with pictures.

"There is no need of argument here. Ask yourself, is this plan a good one? Is it laden with a rich harvest of results for all coming time? If so, help it. All can help—every man, woman and child. Give a book or books, or pamphlets, a picture, a statuette in parian or bronze, a bracket, or frame, or engraving, works of art, specimens of ores or marble, collections of shells, or birds or any piece of mechanical ingenuity. Make our schools beautiful; make them picture galleries, make them museums of art, and the children will show the results in all after-life."

CENTRE COUNTY.—Mr. R. M. Magee, County Superintendent, says in a letter of September 16th: "Our Normal Institute at Rebersburg is quite successful—about eighty teachers in attendance. A leading feature of it has been the course of weekly lectures (free) delivered before the students, but open to the public. The large church used for the purpose has been filled on every occasion by the most appreciative audiences. The closing exercises and the re-union of the literary societies will take place on Thursday evening, September 21st." A local paper has the following good word for the Institute:

"On a recent visit to the beautiful and brisk little town of Rebersburg, we found the Normal Institute in a flourishing condition. It puts on no ostentatious show, but proves itself, under the efficient management of County Supt. Magee, one of the best institutes in the State. It now numbers between 50 and 60 students, and has arrivals of new pupils almost daily. It is thought that the Institute will number from 70 to 80 students. The special purpose of the school being professional improvement, all the students are required to pursue a certain course of study prescribed by the principal, tending to that end. All are required to recite daily in mental philosophy, school economy, and methods of instruction; a so, on alternate days, physiology, map-drawing, penmanship, &c. As to the other branches commonly taught in the public schools, such as written and mental arithmetic, geography, grammar, history, etc., pupils are advised to take up only such of these as they are most deficient in; the object of the school being not so much to teach these branches in themselves, as the *manner* of *teaching* them. Pupils should be proficient in these branches before entering the *normal* school. We were informed that it was only as a matter of necessity that classes were formed in these branches, as the teacher's course is sufficient in itself for the short time. The rules and regulations of the Institute are selected, with many modifications, from those practiced at the different State normal schools and seem to have a healthy and beneficial influence. In addition to the lecturers already announced, N. L. Atwood, Esq., will lecture before the institute on September 14th."

Contained in the above letter we find a handsome list of *fifty-six* subscribers to the JOURNAL, which "includes every teacher in attendance at the Normal not already a subscriber"—with the further remark, that "all have likewise subscribed for the Williamsport *Educator*." Hearty thanks to Mr. Magee.

PITTSBURGH.

THE Pittsburgh teachers held their annual Institute during the week commencing August 28th. It was almost wholly managed by themselves, and proved one of the most successful they have ever held. Deputy State Superintendent Houck was present a part of the time, and speaks in the highest terms of it.

The following preamble and resolutions, offered by Mr. Ford, were adopted:

WHEREAS, The responsibilities of this Government are borne by the people at large, each of whom should be properly and carefully prepared to assume and perform justly the duties which of necessity devolves upon him, therefore,

Resolved, That one of the first cares of the State should be to qualify the children thereof for the duties they must of necessity perform as future citizens. This can only be done by wise, just and liberal expenditure for the establishment and continuance of public schools, open to all alike without respect to race, nationality or creed.

Resolved, That the teacher, having accepted a mission most important in its results, should, by his character and bearing, be an example to the community and a guide to the pupil in all that makes the character of a perfect gentleman.

Resolved, That it is the duty of the teacher to embrace every opportunity for self-improvement, and to aid his co-laborers by counsel and advice. We recognize the Teachers' Institute as a means to the accomplishment of these purposes, and believe that absence therefrom is indicative of a want of professional zeal or desire for improvement on the part of the teacher, and deserves the reprehension of the directors and school officers.

Resolved, That so far as practicable, it is desirable that the members of the different school boards of the city meet with the teachers and take part in the discussions of the Institute, and that the Executive Committee, in the preparation of the annual programme hereafter, be requested to set apart a day, to be known as the director's day, and that the exercises be so arranged as in the judgment of the committee will prove of special interest to school directors.

Resolved, That the unwearied exertions of Superintendent Luckey to increase the efficiency of our schools, his uniformly kind and sympathizing manner toward teachers in the discharge of the arduous and often unpleasant duties of his office, and his gentlemanly and impartial bearing as president of this Institute, deserve our hearty commendation.

Resolved, That we earnestly request the Central Board of Education to provide for the teaching of penmanship in our schools by professional teachers of that art.

Resolutions of respect to several teachers who had died during the year were also offered and passed, as follows:

WHEREAS, It has pleased an all-wise Providence, since our last meeting, to remove by death the following teachers: Mr. J. J. Taggart, of the Moorhead District; Miss Mary Proudfoot, of the Forbes District, and Miss Christina McLaren, of the Howard District, members of this Institute; therefore,

Resolved, That we bear cheerful testimony to the abilities of Mr. Taggart, his success as a teacher, and his long and earnest devotion to the cause of education.

Resolved, That we deeply regret the loss of Miss Mary Proudfoot, one of the best qualified, most earnest and most successful of the teachers of this city, who has passed from work here to her final reward.

Resolved, That in the death of Miss Christina McLaren, we have sustained a great loss, and mingle our regrets with those of her bereaved friends, for the removal of one so active and zealous in her work, and beloved by her scholars and patrons.

At the conclusion of the reading of the resolutions, complimentary remarks were made by Messrs. Burtt, Kelly and Eaton.

Prof. Philotus Dean, principal of the high school, died during the sessions of the Institute, and Mr. Bancroft, from a special committee appointed for the purpose, presented the following resolutions, which were passed, after remarks by Messrs. Houck, Luckey, Thompson, Squires, Armstrong, Eaton, Crumb, Harrison, Kelly, Woods and Crenshaw.

First. That with feelings of deep regret we learn of the death of our fellow teacher, Philotus Dean, principal of the high school.

Second. That we tender to the afflicted family our heartfelt sympathy in this bereavement; that our loss is overshadowed by the deeper grief that has fallen upon them. We trust that in this hour of their greatest sorrow the God of the widow and the fatherless will give them that comfort which can come from Him alone.

Third. That we bear willing testimony to Prof. Dean's superior worth in the teachers' profession, having known him to be a man of remarkably extensive and thorough scholarship; of ready facility in imparting instruction; of strong administrative ability and of application to his work, even too zealous and constant for his powers of endurance. We have known him as a man, a teacher, a friend and a Christian; kind and cordial and social, an ardent follower and lover of truth.

Fourth. That there is especial occasion for sadness in the fact that Prof. Dean has fallen at this moment, just when the high school is entering upon an enlarged sphere of usefulness. Prof. Dean has been connected with the high school ever since its organization, sixteen years ago, and the greater part of that time as its principal. He has labored in and for this institution through an almost continuous series of difficulties and discouragements, sometimes threatening the very existence of the school. His time and thought and life were all given to its interests. Long deferred hopes were about to be realized. A building commensurate with the wants of the school was to be opened with the coming session. Largely increased educational facilities had been granted. Popular interest and good will were turning in its favor. The rewards of patient perseverance and a worthy ambition were just within grasp, when the summons was sent, "Come up still higher." We trust that our great loss is his greater gain.

Fifth. That a copy of these resolutions be sent to the family of the deceased.

We append the following obituary notice of Prof. Dean, taken from a Pittsburgh paper:

In the death of this well-known teacher, the cause of education in Pittsburgh has sustained an important loss. Having graduated at Yale College and pursued a course of theological study at Oberlin, he entered upon active public life as pastor of a Congregational church in northern Ohio. But he felt that his vocation was rather to

teach than to preach, and therefore soon accepted an invitation to come to Pittsburgh as principal of Avery college, then recently founded for the benefit of the African race. It is the mere truth to say that at the time very little interest was taken in this class by the public of Pittsburgh; the students of the college had enjoyed no advantages in the way of home education, and as the result of these causes the position in which the first head of the institution was placed was one involving many difficulties and discouragements, and imposing much self-denial

Mr. Dean was found equal to the trial, and in the three or four years during which he remained connected with the college, by his patience, fidelity and skill as an instructor, he made an impression which has been ever since manifest in its history. The principalship of the Avery college he resigned to take charge of the Pittsburgh high school, the post at which he continued until his death. His successful labors in connection with this important institution are well known and highly appreciated. Few of the many graduates of the school will hear of his early departure without feeling the regret produced by the loss of a friend as well as an instructor, who exerted an important influence upon their lives. We doubt not that by them, if not by others, measures will be promptly taken to establish some suitable memorial of the late Principal's prolonged service in behalf of education in this city. We need hardly say that Prof. Dean was a good scholar, gifted with much more than ordinary aptitude for imparting knowledge, and that he was also a skillful disciplinarian."

The funeral obsequies of Prof. Dean took place on Saturday, Sept. 2d, and were attended by the members of the Central Board of Education, the members of the Pittsburgh Teachers' Institute, to the number of two hundred, the pupils of the high school in a body, and a large number of sorrowing friends.

A NEW ENTERPRISE.

We clip the following from the correspondence of the *Pittsburgh Commercial.* An institution of learning is greatly needed in the part of the State where this one has been established. We confidently expect great good from it. Has it any ambition to become a State Normal School?

"CLARION, PA., August 30, 1871.

"Will you allow me a little space in the columns of your valuable paper to call the attention of the friends of education to the interest of Carrier Seminary and Normal College, an institution of learning located at this place? At a cost of about $40,000, a magnificent stone and brick edifice has been erected on one of the most beautiful and commanding sites in Western Pennsylvania. At a much less cost a large frame structure has been erected, to be used as a boarding hall in connection with the seminary. These buildings are being furnished in the most approved modern style, and with the most extensive appointments of school and parlor fittings. In all departments extensive preparations are being made for the convenience of students. The faculty is composed of experienced educators, and is ample to give instruction in languages, (ancient and modern), mathematics, music, (both vocal and instrumental), the liberal arts and sciences, and commercial calculations. The Normal College has in view the preparation of young men and women for the profession of teaching. Instruction will be thorough, practical and objective. The great advantages to be offered at the Normal College will doubtless attract large numbers of students, and greatly benefit the State as well as the individuals who attend the institute, by a proper preparation of teachers for active school life. The expenses of the student here will be very limited. The morals of the town *cannot be excelled.* The formal opening of the institution will take place September 21st, 1871.

"With the advantages in buildings, faculty, beautiful location, and the moral, enterprising spirit of the community in which the institute is located, it cannot but be one of the leading literary institutions in Western Pennsylvania."

AN EXPLANATION.—We publish the following note from a member of the Executive Committee of the late meeting at Williamsport:

PITTSBURGH, Sept. 4, 1871.

Messrs. Editors: Will you permit me, through your columns, to explain why the Allegheny Quartette Club did not sing at the State Teachers' Association, recently held at Williamsport? The leader of the club, Prof. Slack, started on a trip to Europe early in June, and was in Italy at the time of the Williamsport meeting. He expected, however, to return before the meeting of the Association, but fearing that he might not get back, another gentleman was secured to take his place. They rehearsed a number of times and requested me to engage rooms for them at the Herdic House, which I did, more than a month before the meeting, and they would have been there promptly, but another member of the club, the tenor singer, very unexpectedly had to go to Chicago about the same time that they should have started to Williamsport. With the club thus broken up the remaining members did not like to go; therefore the disappointment.

This explanation is due to the Executive Committee, it is due to the Association, and it is due to the Quartette Club, for they are honorable gentlemen and never disappoint without a good reason. They will be pleased to accommodate the Association at some future time. Trusting that this explanation will be satisfactory to all concerned, I remain

Yours respectfully, JOHN MURROW,
Member of Executive Committee.

MISCELLANEOUS MATTERS.

THE TABLES TURNED.—Two young men of good character and attainments are reported to have applied for admission as students to the authorities of Vassar College. The authorities have the matter under consideration. Meantime, outsiders have taken up the question and are engaged in discussing it. Vassar is a very celebrated institution. Its grounds are very attractive. Its facilities for instruction are ample. Its professors are learned. Its social enjoyments are of a high order. Four hundred young ladies are pursuing their studies within its walls. Why should young men be denied all these advantages? Are they incapable of appreciating them? Have they not a right to

as good an education as their sisters? Ought they not at least to have a fair chance to win success? These are some of the questions which the friends of the two young men who have their hearts set upon entering Vassar are asking. They will be difficult to answer; especially by the advocates of women's rights in the matter of education. If girls are to be admitted to Michigan, Harvard, Yale, and other colleges, shall not boys be admitted to institutions like Vassar? The rule should work both ways. We are in favor of co education all around. Our sympathies are decidedly on the side of the two young male aspirants for the privileges and the honors of Vassar. We like their pluck exceedingly, and were we thirty years younger, we are inclined to think their number would be increased. We wish them success with all our heart.

An Unlooked for Difficulty.—The reconstructed State of Texas is blessed with a compulsory education law, which provides that if any of the "scholastic population," between the ages of six and eighteen years, fail to attend the public schools four months each year, the parents or guardians of such "scholastic" persons shall be fined twenty-five dollars and costs. This statute is expected to give the State of Texas a highly erudite and virtuous population of scholiasts and scholastics, but for all that it doesn't seem to be appreciated by the very young matrons of the State. One of these, seventeen years of age, and the mother of a big, fat baby, lately interviewed the editor of the San Antonio *Herald*, and stated her case in this wise:

"I have a husband to care for, a child to nurse, clothes to wash, meals to cook, and a house to clean. If they make me attend school for another year, everything will go to ruin."

Whether the editor was able to afford the young mother any relief, does not appear. A brave little woman, who takes care of a husband, nurses a baby, washes, cooks, and cleans house, is certainly entitled to be exempt from serving in the school-room militia. Her domestic accomplishments ought to make ample amends for any little deficiencies in astronomy, civil engineering, and the like, resulting from the loss of four months schooling.

Valuable Donations.—Mr. F. F. Milne, of Philadelphia, has recently presented to the Engineering Department of Lafayette College, Easton, Pa., a complete working model of a locomotive, constructed in England, at a cost of over $1,000. The library of this department has lately been enriched by a number of works upon Engineering, presented by Mr. Edward Miller, C. E., and a collection of the reports and all other official documents relating to the Suez Canal, presented to the college by the distinguished French Engineer, M. Ferdinand de Lesseps. It is contained in twenty-three volumes, with maps, plans, &c., and is the only complete collection of the kind in this country.

Hon. Asa Packer, who founded Lehigh University in 1866, by a gift of half a million dollars, now proposes to increase its endowment by a like sum, to be given in two instalments: $250,000 as soon as the trustees have raised $125,000; and a second quarter of a million when the trustees have raised $125,000 more. Meanwhile, he is to give $25,000 a year toward the incidental expenses of the institution. The institution is to be under the auspices of the Episcopal Church, and the tuition *free* in all the regular classes.

John Hopkins, a Maryland Quaker, began life in Baltimore as a small grocer, and, by industry, has brought himself to be the richest man south of Mason and Dixon's line. He is now the largest stockholder in the Baltimore and Ohio railroad, worth $8,000,000, much of which he has given to endow the John Hopkins University, on the outskirts of Baltimore City. Mr. Hopkins is a plain, aged gentleman, still diligent and daily in business, and was one of the proprietors and endowers of the line of iron steamships between Baltimore and Bremen.

Dr. Arnold, of the Rugby School, England made this reply to one who asked him why he continued to study his lessons over and over previous to going before his class to teach. "Because I prefer my students should be supplied from a running stream rather than a stagnant pool."

Personal.

Messrs. Rowe and Raub.—The *Clinton Democrat* says of these gentlemen:

"County Supt. A. D. Rowe has resigned his position, and Prof. A. N. Raub has been appointed to succeed him. Mr. Rowe intends studying for the ministry, and will shortly enter upon his collegiate course at the Lutheran college at Gettysburg. It is with much regret that we part with our able and energetic young Superintendent. During his brief term of office he has rendered valuable service to the public schools of Clinton, and established for himself an enviable reputation for integrity, ability and energy in the discharge of his duties. Well versed in the theory and practice of teaching, a close student, deeply im-

pressed with the importance of his trust and filled with the true spirit of his profession, his energy was "catching" and infused itself into the system, giving a high tone and vigor to his administration. We wish him a long life in the high and holy cause he has chosen, and doubt not that he will fill an elevated and useful position in the ministry.

"The gentleman who succeeds Mr. Rowe is well known as a very capable teacher, of enlarged experience, well versed in the details of the public school system We may congratulate ourselves upon having secured the services of one so well qualified to take up where his successor left off, and have reason to believe that he will not only hold the public schools where they are, but that he will keep them moving in the line of advancement."

"WE ARE PLEASED," says the Allentown *Ledger*, "to congratulate our friend J. O. Knauss on his success in obtaining his State diploma. To obtain it he went to the State Normal School at Millersville, where there have been over one thousand students during the past year, stood an examination by the faculty, which entitled him to join and be examined with the regular graduating class. Mr. Knauss will not now be annoyed with any more examinations, either by county or city superintendents. He has worked hard to attain a good position, and, as he is a self-made man, is entitled to great credit. We would be pleased to see more of our teachers follow his example."

H. H. HOUGH, Esq., of Doylestown, Bucks county, has purchased an eligible lot, near that borough, for $3,000, and is erecting thereon a large building for a girls' boarding school.

PROF. CHARLES H. VERRILL, of Mansfield, the Tioga papers tell us, spent a part of his vacation with his wife and two other lady friends in a fishing excursion to the streams of Pine creek.

PROF. EDWARD BROOKS, of Millersville, with his family, has been rusticating, during vacation, among the mountains of New York.

PROF. MONTGOMERY, of the same institution, with his wife and son, has been at Long Branch.

MRS. E. W. HUTTER, of the Orphan School Department, has just returned from a six weeks' sojourn at Saratoga. She was accompanied by her husband, Dr. Hutter.

PROFS. S. R. THOMPSON and J. C GILCHRIST have both resigned the positions they lately held in West Virginia.

THE names of George Marsden, Ebensburg, Cambria county, and J. W. Danenhower, of Minersville, Sbhuylkill county, should have appeared in the list of teachers at State Association, as published in our last issue.

OBITUARY.

Charles Scribner, the head of the eminent publishing firm of New York city, died of typhoid fever on August 26th, at Lucerne, Switzerland. He was born in New York city in 1820, and having graduated at Princeton college, entered upon the study of the law, but after three years attention to this pursuit was obliged to relinquish his hopes of admission to the bar in consequence of ill health. He then became a book publisher, and in 1846 commenced business in the "Old Brick Church," as the junior member of the firm of Baker & Scribner. In 1857, Mr. Isaac Baker having died, the business was greatly enlarged and the firm name changed to Scribner & Co., under which it at present exists. Mr. Scribner was distinguished for his encouragement and prompt recognition of American authors, and also for his large-hearted sympathy with young men just entering business, to whom he was always ready to render assistance.—*Philada. Ledger.*

OFFICIAL DEPARTMENT.

SUPERINTENDENTS COMMISSIONED.

Henry C. Bosley has been commissioned City Superintendent of Titusville, at a salary of $2,500.

Prof. A. N. Raub has been commissioned Superintendent of Clinton county, in place of A. D. Rowe, resigned. Mr. Raub's address is Lock Haven.

Frank H. Piatt has been commissioned Superintendent of Wyoming county, in place of Rev. C. R. Lane, resigned. Mr. Piatt's address is Tunkhannock.

TO SUPERINTENDENTS.

As quite a number of changes, designed to secure a greater degree of uniformity in the statistics collected, have been made in the statistical NOTE BOOK used by superintendents, we have mailed a copy of the new book to each officer.

The several superintendents are requested to use the new books in the current series of visitations, and to follow the directions therein contained.

If one book will not suffice until the usual

boxes of documents are sent, superintendents will please apply to the Department for others as needed.

DEPARTMENT OF COMMON SCHOOLS,
HARRISBURG, Oct, 1871.

PERMANENT CERTIFICATES GRANTED.

No	NAMES.	RESIDENCE
785	Jennie Gosser	Pittsburgh, Allegheny co.
786	Ella Hamilton	" " "
787	Mary Harris	" " "
788	Jennie Hastings	" " "
789	C Tyson Kratz	Freeland, Montgomery "
790	T. C. Mullally	Wilkesbarre, Luzerne "
791	Michael Cannon	" " "
792	Sarah E. Layton	Metamoras, Pike "
793	John A. McCord	Canonsburg, Wash'ton "
794	W. M. McCullough	Allegheny City, Alleg'ny "
795	Melissa Burtt	Buchanan, " "
796	By Sutherland	Jamestown, Warren "
797	Mary A. Godshalk	Colebrook, Lebanon "
798	Mary G. Wittig	Williamsport, Lycoming "
799	S. Kate Allender	Fort Littleton, Fulton "
800	Miss M. A. Russell	Northumberl'd, Norh'd "
801	Henry McKibbin	Alexandria, Huntingdon "
802	Mrs. M. S. Gray	Milton, Northumb'nd "
803	Mary J Emig	Emigville, York "
804	John Ohail	Jiilsburg, " "
805	J. M. Glatfelter	Pine Hill, " "

INCREASE OF SALARY.

The salary of A. A. Meader, Superintendent of Chester city, was increased from $1,300 to $1,500

The salary of A. R. Horne, Superintendent of Williamsport, was increased from $700 to $1,400.

INSTITUTE INSTRUCTORS.

The following gentlemen have authorized us to say that they will perform services at Institutes, during the present Institute season, as follows:

PROF BARLOW, of Lafayette College, Easton, Pa., will give regular instruction in Elocution. He is very highly recommended by Dr. Cattell.

HON. E. E. WHITE, of Columbus, is willing to make engagements to do Institute work in Pennsylvania, from Nov. 30th, 1871, to May 1st, 1872.

PROF. A. N. RAUB, of Lock Haven, can be secured as an instructor at Institutes, if early application be made.

PROF. S. R. THOMPSON, Jamestown, Mercer county, Pa., will give regular instruction.

DR. FRANK TAYLOR, West Chester, Pa., will give regular instruction at a limited number of Institutes.

HON. A. D. WILLIAMS, late State Superintendent, Hemington, West Virginia, will give regular instruction.

G. L. EBERHART, ESQ., New Brighton, Pa., will give regular instruction.

MARIOTT BROSIUS, ESQ., of Lancaster, Pa., has a lecture on "Pedagogical Law," which he is willing to deliver at a limited number of Institutes.

REV. DR. A. REED, of Philadelphia, has a lecture, "Italy as I saw it," which he is willing to deliver at Institutes and thinks well adapted to them.

INSTITUTES.

McKean	Smethport	August	21
Pittsburgh	Pittsburgh	"	28
Susquehanna	Susquehanna Depot	"	28
Bedford	Bedford	Sept.	25
Bradford	Canton	"	18
"	Towanda	"	25
"	Herrick	Oct.	2
Potter	Coudersport	"	9
Tioga	Mansfield	"	9
Clearfield	Curwensville	"	23
Delaware	Media	"	23
Bucks	Doylestown	"	23
Chester	West Chester	"	30
Cumberland	Carlisle	"	30
Clarion	Clarion	Nov.	6
Montgomery	Norristown	"	6
Berks	Reading	"	6
Schuylkill	Tamaqua	"	7
Lancaster	Lancaster	"	13
Franklin	Chambersburg	"	20
Wayne	Honesdale	"	20
Mifflin	Lewistown	"	27
Lycoming	Hughesville	Dec.	18
Greene	Waynesburg	"	25
Perry	New Bloomfield	"	25
Armstrong	Kittanning	"	25

INSTITUTES IN 1870 AND 1871.

In advance of the publication of the Annual Report of this Department, we take pleasure in announcing some of the results of our Institute work for the past year:

Number of actual members attending the Institutes 11,890. If Philadelphia had not fallen off some two hundred, the number would have been over 12,000. No other State ever had in a single year so large an attendance of teachers at her Institutes. It is an increase of nearly 700 on our attendance last year. The average number of members in attendance was 8,433 against 7,913 last year. The largest number of spectators present at one time was 30,767, against 28,274 last year. The average number was 14,630, against 12,667 last year. The Institute campaign for this year has now begun. Can we not do still better?

REPORTS AND CERTIFICATES.

The full quota of reports and certificates were received this year from the several Superintendents in the following order. Thanks to prompt officers.

1	Perry	June	24	20	Washington	Aug.	16
2	Carbon	July	7	21	Tioga	"	17
3	Beaver	"	10	22	Montour	"	17
4	Somerset	"	11	23	Lawrence	"	23
5	Snyder	"	13	24	Westmoreland	"	23
6	Union	"	17	25	Northampton	"	23
7	Lebanon	"	17	26	Warren	"	30
8	Juniata	"	18	27	Columbia	"	31
9	Franklin	"	18	28	Cambria	"	31
10	Cumberland	"	19	29	Monroe	Sept.	1
11	Bradford	"	22	30	Jefferson	"	1
12	Berks	"	25	31	Montgomery	"	2
13	York	"	25	32	Mercer	"	4
14	Venango	"	26	33	Lancaster	"	5
15	Mifflin	"	31	34	Huntingdon	"	5
16	Wyoming	Aug.	3	35	Bucks	"	7
17	Susquehanna	"	9	36	Bedford	"	7
18	Blair	"	9	37	Chester	"	11
19	Wayne	"	15				

The counties whose reports and certificates are not yet fully in, are the following, together with the number out September 12: Adams, Armstrong, Cameron, Centre, Clinton, Crawford, Dauphin, Delaware, Erie, Forest, Fulton, Indiana, Lehigh and Pike, each have one (1) out; Butler, Clearfield, Greene, Lycoming, Northumberland, Potter, Schuylkill, and Sullivan, each have two (2) out; Clarion, Elk, Fayette, Luzerne, and McKean, each have three (3) out; and Allegheny has fifteen (15) out.

BUT THREE LEFT.

LITTLE MAHANOY.

At the beginning of the present administration of the School Department, there were twenty-four school districts, in twelve different counties, that had never put the public school system in operation. These districts contained about 6,000 children of school age. As soon as this fact became known, it was felt that some effort ought to be made to induce these recusant districts to establish schools. The first step taken in this direction was to secure the passage of the Act of 1867, giving any non-accepting district that would put the system in operation a portion of their lost State appropriation. Next, the attention of the county superintendents, editors, judges, members of the Legislature, and leading citizens in the counties where the districts are located, was called to the matter, and they were pressed to aid in the work contemplated. The result is that all the districts but three have now adopted the system, and are establishing schools under it. Some of them are assuming the lead, educationally, of the districts.

Little Mahanoy, in Northumberland county, is the last district that has adopted the system. The board was organized August 29th, and Isaac D. Baker, was elected President; Anthony S. Speece, Secretary, and Samuel C. Long, Treasurer. The news of this organization has just reached the department and is very gratifying.

Of the three remaining non-accepting districts, one is Harmony district, in Beaver county, under the control of the Economites, and has a good free, but not a public, school. The other two are Washington and Overfield, in Wyoming county. Both of these now show favorable signs of coming in, and a visit, which we intend to make to that county soon, will, we hope, effect what remains to be done.

The work of bringing in these districts, though small in comparison with some other things that have been accomplished within the last few years, is one of which we plead guilty to being somewhat proud.

MEETING OF NORMAL SCHOOL PRINCIPALS.

Pursuant to a call of the State Superintendent, a meeting of Normal School Principals was held at Millersville, July 4, 1871, commencing at 9 o'clock, a. m.. There were present Prof. J. A. Cooper, of Edinboro Normal School; Prof. Henry Carver, of Bloomsburg; Prof. C. H. Verrill, of Mansfield, and Prof. Edward Brooks, of Millersville. Prof. Carver was elected chairman, and Prof. Brooks, secretary. Prof. Wickersham, State Superintendent, was present during the afternoon session.

After a very full consideration of the subject, it was decided, subject to the approval of the State Superintendent, to modify the course of study of the State Normal Schools by making two or three additions and omissions, and by defining the extent of a few studies more exactly than heretofore.

The studies thus modified are as follows:

ELEMENTARY COURSE.

Rhetoric, as much as in Quackenbos, omitting "Parts of Speech" and Punctuation.

Drawing, two of Bartholomew's drawing books or an equivalent, and sketching upon the blackboard simple objects of nature and art.

Penmanship, to be able to teach and explain some approved system, and the writing books to be presented to the board of examination.

Etymology, as much as in Webb.

THE THEORY OF TEACHING, to consist of the following studies:

1. *Mental Science*, as much as in Wayland.

2. *School Economy*, as much as in Wickersham.

3. *Methods of Instruction*, as much as in Wickersham, omitting "The Dead Languages," "Living Foreign Languages," "The Formal Sciences" to arithmeric, "Logic," "The Rational Sciences," "The Philosophy of History," and "The Arts in General"

THE PRACTICE OF TEACHING to consist of thirty minutes daily practice in the Model School for one-half a school year, and meetings each week for the discussion of the practice of teaching.

Geology and Astronomy to be omitted from the course.

SCIENTIFIC COURSE.

Mental and Moral Philosophy, as much as in Haven or Hickok.

Geology, as much as in ordinary text-books.

Logic. as much as in Atwater.

Theory of Teaching, as much as in the Elementary Course, and the whole of "Methods of Instruction."

English Literature, as much as in Shaw, and the study of English classics for one-third of a school year.

Elements of Latin, including four books of Cæsar.

CLASSICAL COURSE.

The studies in this course to be the same as heretofore.

EXTRA PROVISIONS.

1. Pupils, to graduate in a normal school, must attend at least twenty-one weeks.

2. Pupils applying for a diploma in any course, must be examined in all the studies of that course.

3. When a pupil is sick and unable to attend the examination, a paper signed by the Faculty and presented to the Board of Examiners, stating that the standing of such pupil is above the average standing of the class, shall be considered satisfactory evidence of the pupil's qualification for a diploma.

4. Papers for second diplomas must be presented to the Board of Examiners at their regular session.

RECOMMENDATIONS FOR CHANGES IN THE SCHOOL LAW.

1. That the appropriation to students be increased to one dollar per week.

2. That pupils of sixteen years of age be eligible to the appropriation.

3. That successful teaching in any educational institution, shall be regarded as sufficient qualificati n for the second degree.

LATIN.

A proposition to make the study of Latin for one year a condition for graduation in the Elementary Course was very favorably considered; but inasmuch as a large proportion of the graduates of the normal schools—in some classes more than half—have studied that amount of Latin without being required to do so, it was thought best not to make it a positive requirement for the present. It was understood, however, that the principals of the several normal schools will continue to recommend the study of Latin to their graduating classes, and to give it all the encouragement that its importance demands.

There being no further business of importance the meeting adjourned at 9:3 p. m.

EDWARD BROOKS, Sec'y.

Millersville, Pa, July 4, 1871.

DIRECTORS AND SOLDIERS' ORPHANS.

The Act of 1867, relating to soldiers' orphans, provides that all applications of soldiers' orphans for admission to the institutions designed for them, "must be approved by the board of school directors, controllers or superintending committee of the district, ward or city in which the mother resides, if she makes the application, or in which the orphans reside, in other cases." The Department is now compelled to depend mainly upon the approval of the respective school boards, and, in addition to this duty, it has imposed another upon them, viz.: that of approving applications for discharge. In nearly all cases, the circumstances of the mothers of the orphans, and of the orphans themselves, are personally known to one or more members of the board of the district in which they reside, and the board is thus competent to advise the Department as to what is proper with regard both to applications for the admission and discharge of these orphan children. Will the boards throughout the State act with due deliberation in this important matter in their several counties?

SOLDIERS' ORPHAN SCHOOLS.

MEETING OF PRINCIPALS.

The Principals, superintendents, and managers of the Soldiers' Orphan Schools of Pennsylvania met in convention in the office of the State Superintendent, on Thursday afternoon, September 7, After a few explanatory remarks by the Superintendent relative to the objects of the meeting, that gentleman was called to the chair, and Prof. W. E. Caveny was chosen secretary. The Schools and Homes were represented as follows:

Phillipsburg—Rev. W. G. Taylor.
White Hall—Maj. J. A Moore, Dr. Moore and Mr. Hughes.
Uniontown—Rev. A. H. Waters.
Cassville—A. L. Guss, Principal.
McAllisterville—J. H. Smith, Principal.
Mount Joy—Rev Jesse Kennedy and Mr. Gable.
Harford —H. S. Sweet, Principal.
Mansfield—Prof. F. A. Allen.
Titusville—J. N. Beistle, Principal, and G. S. Berry, Esq.
Chester Springs—W. E. Caveny, Principal, and C. W. Deans, Esq.
Bridgewater—James Stitzer, Principal.
Loysville—Rev. P. Willard.
Andersonburg—Hon. M. Motzer.
Soldiers' Orphan Institute—L. Hopkins, Esq., and Mrs. E. W. Hutter.
Lincoln Institution—W. H. Billings, Esq., Manager.
Board of Charities—Dr. W. Worthington, Secretary.
Department of Soldiers' Orphans.— J. P. Wickersham, Superintendent, Rev. C Conforth and Mrs. E. W. Hutter, Inspectors, and Capt. James L. Paul, Chief Clerk.

Gen. John F. Hartranft, Auditor General, and Hon. Thomas Nicholson, Cashier of the State Treasury, Rev. O. H. Miller, of the School Department, and other gentlemen, were present during the evening session.

Messrs. Guss, Taylor and Deans were appointed a committee to wait on his Excellency, Governor Geary, and ascertain at what time it would suit him to be present and address the Convention. The Committee subsequently reported that the Governor was too ill to perform what otherwise would have been to him a pleasant duty. He, however, expressed, through the Committee, his deep interest in the welfare of the soldiers' orphans in the care of the State.

The Convention proceeded to dispose of the business under the several heads proposed by the Superintendent, as follows:

1. *A Course of Study.* The orphan children are from eight to sixteen years of age, and the question as to what they had best study, is a very important one. The discussion was very animated, and participated in by nearly all present. Many valuable facts were stated and suggestions made. The results obtained will most likely ere long be published in the JOURNAL, in the form of a graded course of study for orphan schools.

2. *Care of Children after Leaving School.* The children now leave the schools "on age" at sixteen. The matter of aiding them, especially the girls, to secure proper employment immediately thereafter is an important one. The discussion revealed the fact that something had been done in this direction, and much more was promised to be done in the future. The State Superintendent promised to use his best efforts to secure the admission, without cost, of a limited number of orphans who may show special talent for teaching, into our State normal school.

3. *Moral and religious instruction of the children.* On this topic the State Superintendent said: "I deem it more important to *train* the children right than to instruct them well" Dr. Worthington was very earnest in pressing upon those present the primary importance of making good men and women of the wards of the State. Gen. Hartranft thought "kindness' was the most effective discipline in this regard. Mr. Nicholson as an old teacher concurred in this view. Reference was made by all to the wonderful moral changes wrought upon the children by the training of the schools.

4. *Industrial Instruction.* It is the intention of the State that the orphan children in her care shall be taught to work. Habits of industry will be as valuable to them in life, it is thought, as knowledge. From the reports made from the different schools, a good degree of attention is paid to this matter, but there is much less system about it than there ought to be. In future there will be improvement.

In addition to these general discussions, the convention considered questions concerning the kinds of clothing suitable for the children; the mode of purchasing their clothing, and the manner of keeping the clothing accounts; the kind of reports to be made to the Department, and other matters of detail.

Dr. Worthington, Gen. Hartranft, Mr. Nicholson, the State Superintendent, Mr. Kennedy, Prof. Allen, and other gentlemen, made concluding remarks upon the noble work Pennsylvania had undertaken to do in providing for the thousands of destitute children orphaned by the war. It was said that if the work cost her millions of dollars, it would save her tens of millions. All the other States of the Union have done less than Pennsylvania in this noblest of all charities.

The convention was a decided success, and great good is expected from it. Its last session continued until after midnight, and none seemed weary.

ITEMS FROM LATE REPORTS.

ADAMS.—During the month of June, 27 teachers were examined. Of these 26 had attended the county normal school; 6 had attended other schools; 24 intend to make teaching a profession; 18 had read works on teaching, and six were readers of the SCHOOL JOURNAL.

BEAVER.—The county commissioners have fitted up a neat and commodious office in the court house, for the use of the superintendent of schools, and for the benefit of the educational interests of the county.

BLAIR.—The regular public examinations for the present school year were largely attended by directors and citizens, and an unusual degree of interest was manifested throughout the entire county. Tyrone borough, Woodbury township, Patterson, independent district, and Huston township, have increased the school term one month. Teachers' salaries, in a number of districts, have also been very materially increased, and the indications are that the present school year will mark an era in the history of the growth and development of the common-school interests in the county.

BRADFORD.—The quarterly Teachers' Association was held at Troy, June 9th and 10th. An essay, read by Miss E. A. Peckham, the select reading by Miss M. E Howland, and an address by L. D. Watson, of the union graded school, were well received. The next session will be held in Le Raysville, in September.

BUCKS.—A convention of school directors was held at Doylestown, June 10th, to discuss questions of school policy. Several ex-school directors were present and participated in the proceedings. Ex-Superintendents Overholt, Woodruff and Deans were present as working members. Resolutions, among others, were adopted favoring the establishment of district superintendencies, the grading of salaries according to the teacher's worth, the purchase by district authorities of all text-books used, the reorganization of district institutes, and a change of time, from June to September, for the commencement of the school year

CENTRE.—The public schools of Bellefonte closed on June 23d with public examinations, and on the follow-

ing day all the schools united in a pic-nic in the grove. The county normal institute opened on the 26th, and is well attended The lecturers secured are Profs. A. E. Truxal. A. R. Horne, Dr. E. A Russell and Ira C. Mitchel, Esq.

CHESTER —Three institutes were held at Kimbleville, Springfield, and Coatesville, respectively. The latter was very successful, the number of teachers present being over 120; of citizens at least 2,000. The speakers were Gen. John Eaton, Hon. J. W. Forney, Dr. Taylor, Professors J. B. Roberts and L P. Smith, Dr. Wm. Elder, Richard Darlington, Anthony Higgins and Hon. Washington Townsend. The trustees of the normal school have secured the services of Prof. C. H. Cook as principal. He is a graduate of Bowdoin College, and, for the past ten years, has been engaged in teaching in New England. The five professors thus far elected are all thoroughly trained classical scholars. The professor of mathematics is a graduate of Yale. The trustees and faculty have decided that no student shall be graduated without at least one year's training in Latin.

East Coventry, Honeybrook, East Nantmeal, East Nottingham, East Pikeland, Oxford borough and Willistown have each added from one to two months to their usual school term. Downingtown, Easttown, Elk and Tredyffrin have increased the monthly wages by sums varying from $5 to $15. There is a growing disposition on the part of directors to grade the salaries of teachers according to scholarship and success in teaching

CLEARFIELD.—Fifty-two teachers attended the late normal institute. A convention of directors was held at Curwensville on June 30th Among other topics, the following were discussed at length: "Should a general course of study be adopted for our schools?" "Should teachers' salaries be uniform?"

CLINTON.—Chapman township has lately furnished all its schools with outline maps—a full set for each school.

CRAWFORD—The principal of Titusville union school receives a salary of $2,500, perhaps the highest in the State for such grade of school.

DELAWARE.—The closing of school terms with a social pic-nic is becoming quite common. Children, teachers and parents seem to enjoy them very much.

ERIE.—D. W. Nason has been appointed district superintendent of the schools of Fairview district—making the ninth in the county.

ERIE CITY.—A class of ten graduated from the high school at the close of the late term.

JEFFERSON.—About forty schools are kept open three months in the summer and three in the winter. The schools visited during the summer have had a better attendance then during any previous term, from 68 to 90 per cent.

LYCOMING. —The next county institute will be held at Hughesville, in the Evangelical Lutheran church, commencing on Monday, December 18th. Plans have been originated which, if fully matured, will insure the most interesting and profitable institute ever held in the county. Over one hundred students are in attendance at the county normal school, about fifty of whom are teachers

MONROE.—The directors of Smithfield and East Stroudsburg are each engaged in erecting a first class school house.

NORTHAMPTON.—Lehigh University has been made a free college The Hon Asa Packer, its founder, will donate an additional $500,000, on condition that the Board of Trustees will raise $250,000. Till this sum is realized, he gives $25,000 annually to make the institution free

PERRY.—Spring and Saville districts have each erected a good brick school house

SNYDER—Four new school buildings are in course of erection, one in each of the following districts: Monroe, Penn, Perry and West Beaver.

SOMERSET—There are in the county for the instruction of teachers, four normal schools in session, at the following places: Somerset, Berlin, Salisbury and Stoyestown. Each is to continue in session for ten weeks.

VENANGO.—Contracts have been made for a two story building, for graded school, at Petroleum Centre, and for an iron fence around the Franklin union school building.

WASHINGTON.—There will be this season twenty-six examinations for teachers. No night sessions will be held, as was the case, sometimes, heretofore, but when classes are very large they will be kept two days on examination. It is proposed to make examinations thorough.

The California Normal School will soon ask for recognition by the State. The last session was one of much interest and profit, and the number of students was greater than that of any former session.

WAYNE.—The Stirling board has appointed one of its members, N. E. Poston, Esq., district superintendent. Being a man of intelligence and experience in teaching, he is eminently qualified for the position.

YORK.—Quite a number of new school houses will be built during the present year, and there is a growing disposition on the part of directors to have them built and furnished more in accordance with the true spirit of educational progress.

BOOK NOTICES.

THE PENNSYLVANIA DISTRICT REGISTER; AND BOOK OF FORMS. *For the use of School Boards. Compiled by Henry Houck, Deputy State Superintendent of Common Schools, and made to conform to the latest Revised Edition of the School Laws. Philadelphia: J. A. Bancroft & Co*, 1871.

A five minutes' examination of this valuable Register, will convince any intelligent secretary of a district board of directors, who has been accustomed to keeping his minutes in an ordinary blank-book, that this is just the book he has needed, and better than anything he could himself have prepared or anticipated. It has been compiled by Mr. Henry Houck, a gentleman connected with the Department of Common Schools. Mr. H., previous to his appointment as Deputy State Superintendent, was for many years an active public school officer, familiar with all the routine work of the district board and county superintendent's office, and therefore the better qualified for performing successfully the task here undertaken. The work embraces everything that can be desired in the way of instructions to district school officers in the transaction of their business; it also contains numerous blank forms of every kind that can be needed, from that of a deed of land for school purposes to agreements with teachers and orders upon the district treasurer. Several quires of heavy blank paper are also contained in it for

the use of the secretary in recording the proceedings of the board. The "Register" has a hint about it that the officer accustomed to handling day-book and ledger will especially appreciate. The page is ten inches by twelve in size, the book being about an inch thick, and weighing from four to four and a half pounds. It is bound in heavy muslin, with leather back and corners, and with a handsome side-title in gilt. The publishers will mail it free to any address on receipt of $5 00, or will send it by express for $4.50, at the cost of the purchaser. M.

GREGORY'S INDEX.—*An Index to Mitchell's New School Atlas, containing over 17,000 names. By H D Gregory, A. M. Philadelphia: E. H. Butler & Co, 1871.*

This is an alphabetical list of all places named in Mitchell's New Atlas. It comprises some forty pages same size as the ordinary atlas page, four columns each, of closely printed matter, bound in with the New School Atlas, and increasing slightly the cost, but very greatly the value, of that text-book. With each name is given the number of the map on which it may be found, and the latitude and longitude of the place as a reliable guide in searching for it. For prompt reference in the study of history, and for the right understanding of current news, the value of this Index becomes at once apparent. It is furnished in octavo size at 60 cents; or the Atlas named, which contains it in quarto size, may be had at $2.00, and is richly worth the money to such as have occasion frequently to "refer to the map." M.

THE NEW AMERICAN FIRST READER.—*By Epes Sargent and Amasa May. 12mo., 48 pages. Philadelphia: E. H. Butler & Co, 1871.*

THE NEW AMERICAN SECOND READER.—*By Epes Sargent and Amasa May. 12mo., 96 pages. Philadelphia: E. H. Butler & Co., 1871.*

THE NEW AMERICAN THIRD READER.—*12mo., 144 pages. Same authors and publishers.*

This latest series of readers is strong in the fact that it is a marvel of cheapness, when its general excellence is considered. The lessons contained in each book seem well graded; the illustrations, which are numerous, are lively in character and well executed; the type used in the primary numbers is of three sizes, clean-cut, large-faced, and the page carefully printed; the paper heavy; the binding durable, and the general appearance of the numbers thus far issued very attractive. The series will comprise five books, the highest in grade costing less than a dollar, and the whole five books less than two dollars and fifty cents. The "New American Reader" will prove a formidable rival to the various popular series already in the field. M.

A BRIEF HISTORY OF THE UNITED STATES FOR SCHOOLS. *12 mo. Pp. 290. With Appendix New York: A. S. Barnes & Co. 1871.*

Here is a work which comprehends just what its title sets forth. Well bound and attractive in both form and style, and of such length that it can be mastered in a school year, it cannot fail to interest. The plan of the work is different from that of most histories now in use in our common schools. It is divided into six epochs: the First extends from the discovery of America by Columbus to the settlement at Jamestown; the Second extends to the Revolutionary war; the Third relates to that war and the adoption of the Constitution; the Fourth treats of the development of the States; the Fifth, the civil war; and the last relates to reconstruction and current events. Each epoch is preceded by a map, with questions upon it, so as to familiarize the student with the location of the places at which the events described occurred. At the close of each epoch will be found a summary of events arranged in chronological order. The paragraphs are topical, the questions being in the end of the book, and to all is added a copious index—an essential feature in every good book. If teachers who have felt the need of a work differing from that now in use in their classes will examine this, they can not fail to appreciate its merits. M.

EASY EXPERIMENTS IN PHYSICAL SCIENCE—*For Oral Instruction in Common Schools. By Le Roy C. Cooley, Professor of Natural Science, New York State Normal School. Cloth, 85 pages New York: Chas. Scribner & Co., 1871.*

NATURAL PHILOSOPHY—*For Common and High Schools. By Le Roy C. Cooley. Cloth, 175 pages. New York: Chas. Scribner & Co., 1871.*

The author maintains that elementary instruction should be given almost wholly by experiments, and that the pupils should, for the most part, make these experiments for themselves. Those here described are of the simplest kind, and can be performed with such apparatus as may be collected without expense almost anywhere. They are arranged in groups, each group representing some elementary fact or principle of science, and have been selected from those that the author's experience has shown to be most successful in the class-room. The pupil cannot too soon begin to test for himself the truth of statements made in his text-book. "On faith" much must be taken, whether in childhood or manhood—and it is well that this should be so—but where common-sense demonstration may be had or a simple experiment afford a satisfactory "reason why" or a verification of statement by teacher or text-book, ourselves and our pupils should walk "by sight." These are beautiful little books in all respects, and either of them is such a *vade mecum* as the teacher will find useful in occasional or regular instruction in the branches of which they treat. M.

THE CHILDREN'S FRIEND: *An Illustrated Monthly Magazine; Edited by Esther K. Smedley. No. 13 S. Church street, West Chester, Pa. Price, $1.25 per annum: single copy, 15 cents.*

Among the large number of magazines that now compete for the favor of our little people, the "Children's Friend" is one of the neatest, purest and best. It is exceedingly modest, making no boastful pretensions, never unduly thrusting forward its own claims to support, but quietly working its way into multitudes of homes and hearts. To the readers of the SCHOOL JOURNAL who have children, we can recommend the "Children's Friend" most cordially. In the words of another, "It is worth a score of many of the trifling and hurtful weeklies and monthlies, which come so largely into the hands of the young" W.

ADDRESSES AND PROCEEDINGS *of the National Educational Associations, (including the National Teachers' Association, American Normal School Association and the Central College Association.) Pp. 240. Cloth, $1.25. Washington, D. C.; James H. Holmes.*

This volume, which we have just received from the publisher, is the first complete publication of the addresses, proceedings and discussions of the National Educational Association. It comprises addresses upon many subjects of living interest to educators, and discussions thereon, occurring through the several days upon which the convention was held, by some of our ablest men in all departments of the educational field. An extended review is not intended at present, but a few of the articles should receive especial mention: The paper of the United States Commissioner of Education, Hon. John Eaton, Jr., upon "The Relation of the National Government to

Public Education," is exhaustive upon the subject, and from a conservative stand point of what the national government may and what it may not do for public education. That of Hon. Frederick A. Sawyer, Senator from South Carolina, upon "Free Common Schools—what they can do for a State," is an able review of the advantages of free schools to a community, and show, particularly, their great need in the South. The preliminary report upon an American University, by the chairman of the committee appointed to consider the subject, Dr. J. W. Hoyt, should be of interest to every scholar. The report on a "Course of Study for Normal Schools," by Prof. W. F. Phelps; that upon the "Means of providing the mass of teachers with professional instruction," by Professor S. H. White, and that of Miss Delia A. Lathrop, upon "Object Lessons, their value and place," are full of suggestions of special value to educators. The work contains twenty or more articles, all worth reading, in addition the discussions, which are of even greater interest than the papers themselves.

THE TEACHER'S MODEL POCKET REGISTER AND GRADE BOOK.—*Cloth, 65 cents. Philadelphia: Eldredge & Brother.*

Some daily record of the standing of pupils is needed that their relative monthly and annual grade may be known with a fair degree of certainty. Teachers adopt different scales of marking, and have different methods of keeping this record—some calling their merit roll each evening and entering the result of the day's work to the credit of the pupil, as in our own practice, while others credit for each separate recitation—but whatever the plan, this little book will prove satisfactory to the teacher. We have used it for two years and want nothing better. M.

MISCELLANY.

THE FAMINE IN PERSIA.—The accounts that have for some time been slowly arriving in British India, it is stated, prove conclusively that famine of the most appalling description prevails in Persia. In all parts of India relief committees have been formed and subscriptions have been liberally contributed. The renewed and incessant incursions of the Turkomans had rendered the whole country unsafe, and had greatly aggravated the general distress. The Turkomans in one incursion are reported to have carried off 4,000 persons into slavery. At Herat the effects of scarcity as well as of the siege were also experienced, and several thousand persons in that city have died of starvation At Ispahan and Teheran the famine was very severe, but the worst accounts thus far received have come from the south of Persia. Serious bread riots have taken place at Shiraz, where not one-eighth of the population, it is reported, has been left alive. The roving tribes in the vicinity have taken advantage of the general distress to rob and plunder without distinction of age or condition of life.

FRUIT IN LONDON.—The *Pall Mall Gazette* argues that perhaps one of the chief reasons why there is so much intemperance in England, is to be found in the fact of the difficulty of obtaining good fruit at a cheap price. Very few of the inhabitants of the crowded city of London have ever tasted a peach, and grapes, it is contended, are luxuries only consumed by the wealthy. Oranges and sour apples, it is stated, are the only fruit within the control of the poorer classes, and nectarines and apricots are very seldom seen, and, in a few years, will totally disappear. Strawberries, which twenty-five years ago were plentiful, and of good varieties, are now exceedingly rare, and the poorer classes are totally deprived of this agreeable diet. Stale cabbages and unripe, mouldy fruit are retailed at exorbitant prices at the green grocers' shops in London.

JAPAN.—It is stated that within the last ten years paper currency has substantially superseded the coin system which previously had been in use in Japan from time immemorial. In India and in China the same change, it is argued, has been effected by the English modes of finance, the people of the East having become accustomed to the credit system. As improved governments have taken the place of the irresponsible despotisms which formerly ruled over these countries, the natives of these countries do not indicate so strong a disposition to hoard their earnings, and consequently the general circulation has increased.

DR. NICHOLS, in the *Journal of Chemistry*, says the human body contains phosphorus enough for 400 ordinary two-cent packages of matches, but not quite sulphur enough for them. There is water enough to drown a person. The sodium in a human body of 154 pounds weighs 2 ounces 116 grains, but we do not know how many grains make this ounce, or how many of them make a pound. There is iron enough for a good-sized penknife blade, and enough magnetism to form the silver to a dozen rockets.

THERE will be a transit of Venus across the sun in 1874, and astronomers are already busy making arrangements for its careful examination, as by it the distance of the sun from the earth is determined. The last transit of Venus was in 1769, and since that time instruments of greater exactness have been made. Its result will be watched with great interest by scientific men.

THE OVERLAND AMERICAN ROUTE.—An invoice of five hundred bales of silk, lately shipped on a through bill of lading from Yokohama, Japan, for Liverpool, via San Francisco and the overland Pacific Railroad to New York, and thence by Atlantic steamer, is reported to have reached its destination in forty-seven days, or six days less than the stipulated contract called for. This time is said to be at least thirteen days shorter than by the Suez Canal.

THE CZAR OF RUSSIA, it is reported, has just issued an order instructing the Minister of Education to provide that the study of German shall take the priority of French, in all private and public schools, and that more time shall be devoted to German than to French. The results of this order are to be noticed in the official reports of the inspectors and school boards charged with carrying out this decree.

THE Cumberland Valley railroad has in its employ at Bridgeport, opposite Harrisburg, a switch-tender named Fred. Arnell, who has been in the service of the company

in that capacity ever since the opening of the road—thirty-four years. During that time he has performed the responsible duties pertaining to his position in the most faithful and unexceptional manner. In rain and sunshine he has ever been at his post, and although eighty years of age, he daily turns the switch. Mr. Arnell was born in France, and fought under the leadership of Napoleon Bonaparte in the memorable wars between 1812 and 1815.

Every Saturday Mr. S. J. Bester, of Hartford, Conn., pays the postage on all letters held for non-payment in the post-office of that city. They are then forwarded, with the request that the receiver will remit the amount paid, a request usually heeded and gratefully acknowledged.

At Heidelberg, in Germany, there is not a language, ancient or modern, without its competent professor to teach it to all comers. A Japanese student, unable to speak a word of German, found there on his arrival a teacher able to converse with him and give him lessons through the medium of his own language

Hall's *Journal of Health*, writing of longevity, states that out of one thousand persons who have reached seventy years, there will be found that about 43 are clergymen, orators and public speakers; 40 are farmers; 33 are working men; 32 soldiers; 29 lawyers; 27 professors, and 24 physicians. One-half of all who live die before the age of 17, only one person in a hundred reaches 60, and one in ten thousand reaches 100. Married persons live longer than single.

The announcement is made that the total receipts of the Central Committee at Berlin, for the relief of the German wounded, amounted to the magnificent sum of $2,954,926 on May 12th, of which very nearly one fourth, or about $730,000, had been contributed by Americans.

It is said that a tourist traveling continuously without any stoppages, can now go around the world in eighty days, making the entire journey by railway and steamship, and going by way of Liverpool, the Suez Canal, Ceylon, Singapore, Hong Kong, Yokohama, San Francisco and the Pacific Railway.

An Englishman has won a wager of $500 by writing one million strokes with a pen within a month. He did it in 23 days, but his arm was nearly palsied by the operation.

The old traditions about the Car of Juggernaut are apparently about to be extinguished. An eye-witness of the ceremonial says that the old stories are grossly exaggerated, and that no victims are crushed.

Crystal Lake, which is attracting attention, is situated on top of a mountain five miles from Carbondale, Pa., and one mile from Dundaff. The lake is one mile and a quarter long by three-quarter mile wide, has been sounded in some places 150 feet and no bottom found. There is no inlet, the lake being fed by springs. The water is very clear and pure.

The highest farm in the world is said to be situated four miles from Sherman Station on the Union Pacific railroad. It has an elevation eight thousand feet above the sea level. Vegetables and grain thrive well on this farm, and two hundred young apple trees have been set out as an experiment.

An official statement recently made shows that the British Government employs in the suppression of the slave trade a total of thirty-two ships, carrying two hundred and twenty-three guns, of which thirteen ships, carrying eighty-two guns, are stationed on the coast of North America and West Indies.

Coleridge said of a schoolmaster, who was fond of applying the birch, that "it was lucky for the cherubims who carried him to heaven that they were all heads and wings."

There are 116 vacancies now in the Annapolis Naval Academy, to which appointments are to be made from the different states and territories, nine being accredited to Pennsylvania.

A. T. Stewart's hotel for women in New York is rapidly progressing. In style and finish it is scarcely surpassed in that city, and it will cost several millions. It will accommodate over a thousand persons.

Grasshoppers are prematurely chewing all the tobacco in the fields of Connecticut, and thus cutting off the smokers' supply.

On one of the late excessively hot days, a little boy of three years and a half, who was perspiring very freely, ran in to his mother, saying: "O, mamma, I's leaking all over."

Two years experimenting has demonstrated that the poppy culture in California is a success. The opium contains an unusual percentage of morphia, and is considered far superior to the ordinary opium of commerce.

Seven of a party of Italian brigands have been released after forty-seven years' imprisonment. They originally numbered thirty-six, and twenty-nine have died in prison.

The narrow-gauge railroad in Colorado is successful. Though but three miles and a half are in operation, heavy trains pass over it with ease at the rate of thirty miles an hour

Steamers are fast superseding sailing vessels in cotton carrying. There are three steam lines now employed between Europe and New Orleans—one to Hamburg *via* Havana and Havre, and two direct to Liverpool.

The Swiss, it is said, are not in the least bashful about confessing that a good harvest of English-speaking tourists is of infinitely more importance to their country than a good harvest of all its other crops put together.

The English House of Lords is spoken of as a chamber whose dullness is only equalled by its unpopularity.

M. Guizot is 86, and still vigorous; a hard worker, and in confident expectation of reaching 100.

Chicago has eight public libraries and reading rooms, nine hospitals and fourteen charitable asylums.

The Cuban telegraph cable has developed a new foe. Turtles are said to gnaw it, thus several times interrupting communication.

The idea of building a ship canal around Niagara Falls, on the American side, is again revived.

Philadelphia is the leading manufacturing city of the Union, the statistics showing her to be far ahead of any other.

There are over eight millions of persons engaged in mechanical and manufacturing pursuits in Austria.

Pennsylvania contains 14 Chinamen and New Jersey 15. Only twenty-six Chinese women have arrived at San Francisco during the summer.

If you would be pungent, be brief; for it is with words as with sunbeams—the more they are condensed the deeper they burn.

John Wise, the veteran balloonist of Lancaster, Pa., has made 445 ascensions.

The steam power employed in the United States does the labor of 150,000,000 men; whilst that of Great Britain is equivalent to 400,000,000,

A pin, carelessly dropped in the loom by a female operative, lately spoiled 700 yards of cloth in a Lawrence (Mass.) mill.

The best inheritance any one can have is an honest employment.

Le Verrier, the astronomer, is reported to be dying of of consumption, at Toulon.

PUBLISHERS' DEPARTMENT

Descriptive Catalogue.—A Descriptive Catalogue of the *American Educational Series of Text Books*, published by Ivison, Blakeman, Taylor & Co., is remarkable for the richness of its contents, and the beauty of its typographical execution. It contains the titles of the valuable educational works issued by that house, with brief characteristic descriptions which are worthy of special mention and commendation for their aptness and modesty, giving a succinct statement of the design and method of the respective treatises, without overloading them with fulsome praise, or attempting to increase their brilliancy by a glare of gaslight. The external appearance of this handsome brochure is worthy of its contents, and cannot fail to attract the attention of readers interested in the cause of education.—*New York Tribune Sept.* 1, 1871.

Brooks's Normal Algebra.—The new "Normal Elementary Algebra," by Edward Brooks, A. M., is receiving a very warm reception from the mathematical authorities and instructors of the country. J. M. Peirce, A. M., Professor of Mathematics in Harvard College, Cambridge, Mass., writes: "I have been very favorably impressed by it as an elementary text-book on the subject of which it treats. Its exposition of the theory is sound, clear, and free from tedious disquisition, and it seems to me well adapted to train the pupil to habits of accurate and direct thought. I like the book very much, and should be glad to see it thoroughly studied in the schools which send students to Harvard College."

The following is from the able Principal of the Boston Girls' High and Normal School, Prof. E. Hunt, A. M.: "I am very much pleased with the Algebra. It looks like the work of a skillful teacher—a fit companion to the excellent Geometry by the same author, which is now used in this school."

In reviewing "Brooks's Normal Algebra," the *Maine School Journal* says: "One of the best features of the book is the unmistakable evidence, throughout, that it comes from the hand of one who thoroughly understands the wants of teachers and pupils, and the work of the school-room."

From the *American Literary Gazette:* "In its whole plan the work shows marks of careful preparation, and of complete adaptation to the wants of pupils. It is a well digested, progressively arranged, and clear treatise on the subject."

History of the War in Europe.—The National Publishing Company of Philadelphia, has just issued a very valuable history of the late War between Germany and France, from the pen of one of our most popular writers, Mr. James D. McCabe, Jr.

In a large volume of 800 octavo pages, the author tells a wonderful story—all the stranger because of its truth. He tells of battles which have shaken Europe to its centre, and the consequences of which, even we of the Western World must feel; of patriotism, heroism, military skill and statesmanship, never surpassed in history. The author writes with the weight and force of truth, and the great merits of his book are its reliability and strict impartiality.

The book is complete in every particular. It describes the causes of the war, and the events which preceded it; the opening campaign, and the first reverses of the French; the effect of these reverses upon the French people; the frantic effort to rescue the beaten army, and the terrible disaster of Sedan; the capture of the Emperor Napoleon, and an entire army; the Revolution in Paris; the rise and formation of the Republic; the flight of the Emperor from Paris; the siege and surrender of Strasbourg and the frontier fortresses of France; the triumphal advance of the German armies to Paris; the efforts of Bazaine to escape from Metz, and the final surrender of his army; the investment and siege of Paris; the detailed history of this great siege; its plans, sorties, battles, successes and failures; the course of events in the beleaguered city, given in the form of a full diary of the events of the siege; the campaigns on the Loire, and in other portions of France; the peace negotiations, the surrender of Paris, and the treaty; the naval history of the war; the diplomatic history on both the German and French sides; the history of the formation of the great German Empire; the proclaiming of King William Emperor, and the realization of German unity; the events of the civil war and second siege of Paris, its terrible scenes of bloodshed and vandalism, with a minuteness, graphicness and brilliancy, which leaves nothing to be desired. No intelligent person can afford to be uninformed as to these events which have left so deep an impression on the world's history, and few will fail to read this splendid work; or, having read it, to endorse it as the *standard* American History of the War.

In this age of sensational literature, we cannot too highly commend this brilliant and thoughtful narrative to our readers. The book is handsomely bound, and illustrated with 150 maps, portraits, battle scenes, and views of the principal localities connected with the war. No expense has been spared by the publishers to make it worthy of the support of the public, and we predict for it an immense sale, especially as its low price brings it within the reach of all. It is published in both English and German, sold by subscription only, and the publisher want agents in every county.

School-Book Publishing.—Among the very best known school-book publishers, both on account of their long-established name, and the immense circulation which their issues have attained, are A. S. Barnes & Co., of this city; and we have gathered some interesting facts about their business to lay before our readers in our educational number, that they may know something of the manner in which school-books are prepared, manufactured and sold.

Mr. Alfred S. Barnes, the founder of the house, is a gentleman still in the prime of life. In 1838, at the age of 21, he commenced business at Hartford, Conn., then the headquarters of publishing interests, without other capital than his youth, good judgment, and a determination to succeed. Possessing fine qualities of heart and mind, he soon added the important item of warm and influential friends to his resources. In a short time he removed to Philadelphia to obtain a more central location for his business, which was already spread over a wide area, and in 1844 he came to New York and first occupied the famous corner of Dutch and John streets, where a portion of the business is still carried on.

He started out with the theory that it would pay to publish *the best books* only; he reasoned that poor books if temporarily successful, owing to the enterprise of a publisher, would still fail ignominiously in the end, and thereby breed distrust in the public mind to prejudice the reception of future enterprises from the same quarter, but

that good ones would not only speedily repay the additional outlay necessary to procure them, but ensure general confidence, and pave the way for each succeeding venture.

He accordingly made his first contracts with Professor Charles Davies, of West Point, and Mrs. Emma Willard, of Troy Female Seminary, names not so distinguished then as now, but to his clear perception sure to become eminent. Davies' great standard series of mathematics, of which many million volumes have been sold, and the historical works of Mrs. Willard, also world-renowned, were the result.

A remarkable fact about Mr. Barnes' undertakings has been what might be called the "new departure" inaugurated by each in succession Believing that the world was sufficiently burdened with the variations upon tweedledum and tweedledee, as shown in the old-fashioned stereotype processes, he struck boldly out into new channels, as occasion or inspiration favored. One of the fairest fruits of this policy is Clark's popular presentation of "English Grammar by Diagrams."

Richard G. Parker, of Boston, too, came to Mr. Barnes at an early day with his "Natural Philosophy," and his first series of readers, the fore-runners of the noble "National Series" (by Parker and Watson), which we all know so well. And Francis McNally prepared the first edition of his geography. To be sure, no one familiar with the magnificent work now so faithfully edited by his wife, but still bearing his name, would recognize it, yet at that day it was a great advance upon the text-books then in use, and rapidly superseded them.

Thus a little coterie of brilliant names had become associated as the nucleus of the great gallery of authors, now numbering several hundred, whom Messrs. Barnes & Co. have introduced to the world. They were not satisfied till each department of instruction, including works for every grade, from the infant to the collegian, was adequately represented upon their "list," and they may, indeed, point with honorable pride to the result as unparalleled in this or any country.

Of the later enterprises of the house, several are remarkable. Professor J. D Steele (now Dr. Steele), of Elmira, a very short time ago, wrote a work entitled, "Fourteen Weeks in Chemistry," designing it primarily for his own classes, but supposing that possibly a few other teachers might agree with him as to the proper way to teach the sciences. That book sped, like good news, all over the country, Even the publishers were amazed, while the author, then unknown himself, knew not what to think of its sudden and immense popularity. Edition after edition was called for, while all concerned began to clamor for works on the same plan in other sciences. In response, have appeared successively "Fourteen Weeks" in Astronomy, in Philosophy and in Geology, and each has been pounced upon with equal avidity by the eager public.

The Independent Readers, by J. Madison Watson, formerly the associate of Mr. Parker, are also new. They are prepared to meet a demand for intermediate books in large graded schools where one series (the National or another) is not sufficient to furnish new selections, to develop a new system of progressive semi-phonetic instruction, and to furnish small, cheap books, that may compare favorably in point of intrinsic merit and mechanical execution, with the grand and complete National Series, whose thoroughness has made them perhaps a little formidable in size and price. Yet for our own children or our school, were we a teacher, we think we should still prefer the latter.

Mr. James Monteith, of whose geographies half a million volumes are annually sold, is engaged upon a new one, to be called Comprehensive Geography. It is to be intermediate in grade, costing about $1.50 at retail, and is to treat briefly of all branches of the science. Map drawing has of late received peculiar attention in teaching geography. There are numberless "systems" of construction of more or less merit to commend them, but the Messrs Barnes waited quietly until from the many was evolved *the system*, and then quickly secured it by contract with the inventor, Jerome Allen, for their geographies.

The success of Prof. Steele's works has led to inquiry for similar works in other branches. This is partially answered in "Barnes' Brief History," a work which we understand to be one of the results of the recent legal controversy between two publishing houses It seems that A. S. Barnes & Co., in 1870, enjoined the publication of a school history to which they had a prior claim; but subsequently released it upon payment of an appropriate indemnity, having meantime prepared their own as above. Its author is a very eminent scholar, teacher and writer, who could hardly fail to produce a good book. It certainly has a beautiful appearance, and seems to possess several striking original features.

The International Chain of Business Colleges, formerly Bryant & Stratton's, is about to be represented by a new book. It is an ingenious exposition of book-keeping, by E. G. Folsom, principal of the Albany College. During a lifetime of experience he has been engaged in ascertaining "the logic of accounts," and having perfected it, will present his interesting and practical discoveries in this work. It greatly simplifies and abridges the study. Among other novelties, it exhibits the whole subject, covering every possible transaction, in three effective diagrams.

Our article has already reached such length that the description we had intended to give of the warehouse and manufactory of a first-class school book publisher must be deferred for another occasion. To give a general idea of its magnitude, however, we may say that the establishment of A. S. Barnes & Co., extends around three sides of the block bounded by William, John and Dutch streets in New York, while they have also offices or stores in Chicago, New Orleans, Boston, Philadelphia, and other cities.

They manufacture and sell annually millions of volumes, which are not only distributed in every corner of the United States, but are sent to all parts of the world. They are also extensive dealers in school furniture, which they manufacture at a separate establishment in Brooklyn. Thence comes the "Peard Folding Desk and Settee," as well as other patented articles which they control. The Peard Desk folds away the desk lid as well as the seat, reducing the whole, so that it occupies a space of only ten inches, or by turning down the seat only, the school-room becomes a lecture or audience room with commodious settees.

Mr. A. S. Barnes is at present in Europe and expects to remain abroad until next year, but his vast business moves smoothly on in the channels which he appointed for it, under the immediate supervision of his partners, who are members of his family, and trained beneath his own eye. These gentlemen cordially appreciate the genius, and enter into the plans of their relative and senior, and take an honorable pride in building up and perpetuating the monument which his industry and talent has so firmly established.—*Christian Union.*

Gregory's Index to Mitchell's New School Atlas enables any place on the map to be found with as much readiness as words are found in an ordinary dictionary. E. H. Butler & Co. are the publishers.

THE

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COMPULSORY ATTENDANCE IN MASSACHUSETTS.

EXPERIENCE is a good teacher. Massachusetts is in many respects the acknowledged leader, among our American States, in school affairs. We naturally look to her for light on all new educational questions. The matter of compelling children to attend school is now attracting a great deal of attention in Pennsylvania; and, as it is well known that Massachusetts has had laws on that subject in operation for the past twelve or fifteen years, it is deemed well to see what can be learned from her example before proceeding to act ourselves. With this view, we propose to give, first, the laws of Massachusetts relating to compulsory attendance at school; and, second, the results as exhibited in the recent report of the Board of Education.

THE LAWS.

1. Every person having under his control a child between the ages of eight and fourteen years, shall, annually, during the continuance of his control, send such child to some public school, in the city or town in which he resides, at least twelve weeks, if the public schools of such city or town so long continue, six weeks of which time shall be consecutive; and for every neglect of such duty, the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars; but if it appears, upon the inquiry of the truant officers or school committee of any city or town, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, the penalty before mentioned shall not be incurred.

2. The truant officers and the school committees of the several cities and towns shall inquire into all cases of neglect of the duty prescribed in the preceding section, and ascertain from the persons neglecting, the reasons, if any, therefor; and shall forthwith give notice of all violations, with the reasons, to the treasurer of the city or town; and if such treasurer willfully neglect or refuse to prosecute any person liable to the penalty provided for in the preceding section, he shall forfeit the sum of twenty dollars.

3. Children of the age of twelve years, and under the age of fifteen years, who have resided in this State for the term of six months, shall not be employed in a manufacturing establishment, unless within twelve months next preceding the term of such employment they have attended some public or private day school, under teachers approved by the school committee of the place in which said school was kept, at least one term of eleven weeks, and unless they shall attend such a school for a like period during each twelve months of such employment. Children under twelve years of age, having resided in this State for a like period, shall not be so employed unless they have attended a like school for the term of eighteen weeks within twelve months next preceding their employment, and a like term during each twelve months of such employment.

4. The owner, agent, or superintendent, of a manufacturing establishment, who employs a child in violation of the provisions of the preceding section, shall forfeit a sum not exceeding fifty dollars for each offence, to be recovered by indictment, to the use of the public schools in the city or town where such establishment is situated; and the school committees in the several cities and towns shall prosecute for all such forfeitures

5. No child under the age of twelve years shall be employed in any manufacturing establishment more than ten hours in one day; and the owner, agent, or superintendent, who knowingly employs such child for a greater number of hours, shall forfeit the sum of fifty dollars for each offence, to the use of the person prosecuting therefor.

6 No child under the age of ten years shall be employed in any manufacturing or mechanical establishment in this commonwealth, and no child between the age of ten and fifteen years shall be so employed, unless he has attended some public or private day school, under teachers approved by the school committee of the place in which such school is kept, at least three months during the year next preceding such employment; *provided*, said child shall have lived within the commonwealth during the preceding six months; nor shall such employment continue unless such child shall attend school at least three months in each and every year; and *provided*, that tuition of three hours per day in a public or private day school approved by the school committee of the place in which such school is kept, during a term of six months, shall be deemed the equivalent of three months' attendance at a school kept in accordance with the customary hours of tuition; and no time less than sixty days of actual schooling shall be accounted as three months, and no time less than one hundred and twenty half days of actual

schooling shall be deemed an equivalent of three months.

7. No child under the age of fifteen years shall be employed in any manufacturing or mechanical establishment more than sixty hours in one week.

8. Any owner, agent, superintendent or overseer of any manufacturing or mechanical establishment, who shall knowingly employ or permit to be employed any child in violation of the preceding sections, any parent or guardian who allows or consents to such employment, shall, for such offence forfeit the sum of fifty dollars.

9 It shall be the duty of the constable of the commonwealth to specially detail one of his deputies to see that the provisions of this act, and all other laws regulating the employment of children or minors in manufacturing or mechanical establishments, are complied with, and to prosecute offences against the same; and he shall report annually to the Governor all proceedings under this act; and nothing in this section shall be so construed as to prohibit any person from prosecuting such offences.

10. Each city and town shall make all needful provisions and arrangements concerning habitual truants, and also concerning children wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and s xteen years; and shall, also, make all such by-laws respecting such children as shall be deemed most conducive to their welfare and the good order of such city or town; and there shall be annexed to such by-laws suitable pen alties, not exceeding twenty dollars, for any one breach; *provided*, that said by-laws shall be approved by the superior court sitting in any county of the commonwealth.

11. The several cities and towns shall appoint at the annual meetings of such towns or annually by the mayor or aldermen of such cities, three or more persons, who alone shall be authorized, in case of violation of such by-laws, to make the complaint and carry into execution the judgments thereon.

12. A minor convicted of either of said offences and sentenced to pay a fine, may, in default of payment thereof, be committed to such institution of instruction, house of reformation, or suitable situation provided as aforesaid. And upon proof that the minor is unable to pay the fine, and has no parent, guardian, or person chargeable with his support, able to pay the same, he may be discharged by such justice or court, whenever it is deemed expedient, or he may be discharged in the manner poor convicts may be discharged from imprisonment for non-payment of fine and costs

13. Each of the several cities and towns in this commonwealth is hereby authorized and empowered to make all needful provisions and arrangements concerning children under sixteen years of age, who, by reason of neglect, crime, drunkenness, or other vices of parents, or from orphanage, are suffered to be growing up without salutary parental control and education, or in circumstances exposing them to lead idle and dissolute lives; and may a so make all such by-laws and ordinances respecting such children, as shall be deemed most conducive to their welfare and the good order of such city or town; *provided*, that said by-laws and ordinances shall be approved by the superior court, or, in vacation, by a justice thereof, and shall not be repugnant to the laws of the commonwealth.

These are not all the laws Massachusetts has adopted concerning the subjects to which they relate, but they are the most important ones. If *laws* alone could bring children to school, these would seem to be sufficient. Are they enforced? Do they secure the object at which they aim? We propose to allow the Annual Report of the Board of Education for 1870 to answer these questions.

THE RESULTS.

First, we find it stated in the statistical table, on page 102, that the "Ratio of mean average attendance for the year to the whole number of persons between five and fifteen is .74." We have no means of determining how many persons there are in Pennsylvania between the ages of five and fifteen, nor how many between those ages attend school, as our school statistics are compiled in a different way from those of Massachusetts; but from the best estimates we can make we think the attendance at school is nearly, if not quite, as regular here as there.

The following extracts will show that the complaints from school officers concerning irregular attendance are as frequent and as loud in Massachusetts as in Pennsylvania. Abner J Phipps, Esq., Agent of the Board of Education, says, "It is a sorrowful thought that notwithstanding the very large amount expended for the maintenance of the public schools of our State, so large a proportion of children of school age fail to reap the advantage of this, and grow up in comparative ignorance. It is true we have a compulsory law with sufficient penalties if it were enforced, but in many towns it is not only not enforced, but no disposition to enforce it is shown."

Hon. Joseph White, the Secretary of the Board, says: "It is not my purpose to enter now upon such a discussion as this subject deserves, of the causes, the effects, or the remedy of absenteeism from our schools. I will only remark, that in respect both to the law and the practice here is found the weakest and least defensible point in our school system. I am fully convinced, after many years of observation and inquiry, that the several enactments relating to this matter are ill adapted to their purpose, discordant and incapable of execution, and therefore need a careful and thorough revision, to which ample time and thought should be given."

These are strong words, but words still stronger will be found in the following extract, from the report of Gen. H. K. Oliver, the State Constable, one of whose duties it is to see that the State laws concerning education are enforced. The italics are the author's. "Now we know, indeed," says Gen. Oliver, "that there is a compulsory statute of the commonwealth, in relation to the schooling of its children, but like a great many other statutes on the books, it is paralytic, dead—killed by sheer neglect. It was never enforced, and never supposed to be anybody's duty to enforce

it. In fact we are inclined to believe that it is not generally known that such a law was ever enacted. *Nobody looks after it, neither town authorities, nor school committees, nor local police, and the large cities and many of the towns of the State are swarming with unschooled children, vagabondizing about the streets, and growing up in ignorance and to a heritage of sin. The mills all over the State, the shops in city and town, are full of children, deprived of their right to such education as will fit them for the possibilities of their after life.* Nobody thinks of either enforcement or obedience in the matter, so that between those who are ignorant of the provision, and those that "care for none of these things," thousands of the poor younglings of the State, with all her educational boasting, stand precious small chance of getting even the baldest elements of education.

We make the following extracts from the reports of the school committees of different towns:

"We are led to believe, after some observation and experience, that the most visible causes of non-attendance in our schools are, criminal neglect in the home, on the part of parents, and a kind of criticism unfriendly to our school system, which, to some extent, prevails here as elsewhere, and which, while it works no good to any class, engenders unkindly and inharmonious feeling in many minds against the improved facilities for education which have been secured by the town, at the cost of so much care, time and money."—DENNIS.

"Especially, in the matter of non-attendance, much remains to be done."—FRURO.

"One of the great evils which seriously interferes with the success and efficiency of our schools is, the practice of irregular attendance on the part of many scholars."—YARMOUTH.

"What are the causes of this failure? A glance at the records of our schools is sufficient to show one of them. Instead of a punctual and constant attendance, in some cases, nearly or quite half the seats are vacant day after day. Schools with fifty or sixty pupils, show an average attendance of thirty-five or forty; much less than one-tenth of them are uniformly and punctually in their places, while many are absent a third, a half, or even a larger part of the time."—LENOX.

"Few can know, except those who have management, to what extent those evils, those of irregular attendance and tardiness, cripple our schools and frustrate the plans of both teachers and committee."—ACUSHNET.

"Nothwithstanding the almost universal complaint that we have so little schooling, more than one-fifth of the whole amount that we now have is lost to a portion of those attending school, the average attendance being but four-fifths of the whole time."—REHOBOTH.

"Irregularity of attendance is a great drawback on the progress of our schools."—BOXFORD.

"We took occasion in our last report to refer to the frequency of absence in some of our schools, as one of the greatest hindrances to their prosperity. This conviction is made more intense as our opportunities of observation multiply."—MILFORD.

It may, we think, be fairly inferred from what has now been stated, that the Massachusetts system of compulsory education is not very effective in bringing her children to school. It may operate well in localities, but on the whole it is a failure. The problem, how to make education universal among us, has not yet been solved. Who will solve it?

SCHOOLS OF SWITZERLAND.

BY HON. B. G. NORTHROP, SUPERINTENDENT OF PUBLIC INSTRUCTION, CONNECTICUT.

[The interesting article which we print below was written by Mr. Northrop, in Switzerland, and published in the *Swiss Times* of Sept. 15th. He forwarded it to us himself, and authorizes its publication in the JOURNAL. It will interest his many Pennsylvania friends to say that a private note just received from him, dated Munich Bavaria, Sept. 22d, shows him to be in good health and excellent spirits. The evening before he wrote, he had had an interview with the celebrated Dr. Dollinger. His opportunities of seeing schools and studying systems of education has been very ample, and he will come home full of good things with which to instruct his people, and, we trust, ours.—ED.]

A VISIT to over a hundred schools in the different Cantons has greatly enhanced my appreciation of the Swiss system of public instruction The Swiss are a progressive people, and their excellent educational system is both the evidence and cause of general advancement. It contains some features worthy of imitation. The schools are supported by the State, are free to all, well attended, and highly prized by the people. In the studies of geography and arithmetic, their methods are inferior to those adopted in America, but in language-exercises, history and drawing, they greatly excel. The mastery of the mother tongue is the first aim, while the culture of the expressive faculties is made very prominent. They justly regard language as not only the medium of thought, but the chief agent in cultivating the memory and taste. The disciplinary influence of the study of language is kept in view, and to talk well is held to be a noble art. The daily school drills aim at this grand attainment. Choice selections of poetry and prose are committed to memory, and recited almost daily. Starting early, the memory is trained with surprising facility. I have been greatly pleased with the recitations of poetry by young pupils—long passages being given without hesitation or mistake.

The fact that there are three races in Switzerland—German, French and Italian—and that these three languages are spoken in the Federal Assembly, as well as in commercial intercourse, gives a practical interest to the study of the modern languages. Besides "the vernacular," the study of French or German is *required* in

the schools, and is begun at a tender age. The faculty of language is, therefore, early developed. Under ten or twelve years, is the memorial age for words and their forms. Beginning at the right age, the Swiss youth make most rapid and thorough progress in modern languages. The classics are also commenced early, and great proficiency is the result. In the study of any new language, the pen is ever in hand, and there is constant practice in expressing ideas in that language. The proficiency of each pupil, is measured by his ability to convey his thoughts in the new tongue. I commend this practice to our teachers.

History—too much neglected in America—is here made a most attractive and prominent study. This land is classic, vestiges of Roman rule and works abound, and memorials of battles and sieges in later times, stimulate inquiry. The school building itself has often a history of its own. I have inspected the college and academy, founded by Calvin more than three hundred years ago, sat in the pulpit chair occupied by him, heard recitations and lectures in the very rooms where he taught, and with which are associated the names of John Knox, Neckar, Sismondi, Albert Gallatin, and a host of eminent men of Europe, for Geneva was the educational centre, where Protestant young men from England, France and Germany were educated for nearly two centuries after the Reformation. Though, with one exception, the smallest Canton in Switzerland, no place of its size, in modern times, has exercised so wide-spread and happy an influence, both in-intellectual and religious. Among the ruling minds of the present day, Prince Bismarck is named as one who was educated, in part, here. Such memories awaken an historic spirit in the schools. Still more their monuments, walls, towers, ruins, and relics, their fountains—adorned with quaint emblems—their heroes and benefactors enshrined in storied marble, their hard won victories recorded in bronze, their archeological Museum and Library, with the manuscripts of Luther, Calvin, Beza, Melancthon and others, foster an interest in the past.

The Swiss schools also excel in drawing. They understand both its practical bearing, and its relation to general culture. Their skilled mechanics apply the art in drafting plans, forming decorative designs, and executing all nice work. They say that not the architect, builder, machinist, and inventor only, must "draw," but that any craftsman, skilled in design, makes a better workman, whatever may be his trade. The world now pays substantial tribute to Switzerland, for the exquisite taste displayed in the decorative arts, in their unequalled wood carvings, their beautiful designs and chasings in gold and silver, their watches and their music boxes, their silks and ribbons and their patterns for embroidery, and for their extensive printing, and dyeing manufactures. In the industrial schools, special instruction is given in ornamental drawing, moulding and designing. In the girls' schools, needle-work is taught to all. The Swiss believe in the dignity of labor, in the system of apprenticeship, and the thorough mastery of some trade. The theory that labor is menial, and that the tools of a trade are badges of servility, is foreign to them. They are ingenious and industrious. They have learned that ignorance means waste and weakness, that education is economy, that brains help the hands in all work, multiplying both the value and productive power of mere muscles.

In this direction, the Polytechnic Institute at Zurich is doing a noble work. It is already deservedly the pride of the nation, is liberally supported by the Government, and has a very large and able corps of Professors, and 600 students. Its celebrity has attracted many students from other lands. England has nothing equal to it Indignant that his own country should so neglect both popular and technical education, J Scott Russel says :—

"The contrast between England and Switzerland is that England spends more than five times as much on pauperism and crime as she does on education, and Switzerland spends seven times as much on education, as she does on pauperism and crime."

The recent progress of Switzerland in internal improvements, manufactures, and wealth, is great. While other causes have helped, the most efficient agency is the marked improvement in popular and technical education. Railways thread her valleys and climb hills and even mountains, where the construction is costly and difficult. The telegraphic lines are relatively more numerous than in America, and, being a part of the postal system, the rates are low and uniform.

The roads are the best in Europe, and yet without tolls Even the most costly suspension bridges are free. The Swiss government is the most liberal one in Europe. It is of the people and for the people. It happily illustrates the National motto "Un pour tous, tous pour un,"—"one for all and all for one." Such a Government can afford to trust the people. Hence there is a free press, free speech, free schools, freedom in religion and freedom in traveling, no passports being required, and no examination of luggage; no standing army, and no gendarmes ever brandishing the threatening hand of power, as else-

where in Europe. There is, relatively, far less criminality here than in England. The fact just stated in the "*Swiss Times*" that, in the village of Illgow, containing 1230 inhabitants, not one individual during the last twenty-three years has been brought into a court as a prisoner, or sued for debt, can be said of few places of equal population in the world.

The schools and the press have lately fraternized the whole nation.

The several cantons were formerly isolated both in fact and feeling, with little inter-communication, and less sympathy, with distinct local customs and laws. Some still strongly cherish their hereditary usages. A few are proud of their Roman origin, and keep up their *lictors* with "patrician" and "plebeian" ideas. Berne (Bear) still retains Bruin as its heraldic emblem, and has this figure on its coat of arms, and its fountains; it guards many ancient dwellings, and sometimes stands forth, equipped with full panoply of shield, banner, and sword. Gigantic bears in granite, guard the city gates, and, in the wonderful clock, a whole troop of bears perform, at the striking of the hour, and the city maintains a menagerie of bears, at the public expense. Geneva, in like manner, honors its emblem—the eagle—by keeping a flock of eagles, in a series of huge cages. Berne, while abounding in most beautiful modern edifices, still maintains its unique and historic character more than any other Swiss city. But education, the press, railroads, telegraphs, and a wise central government, have conciliated the people of these twenty-two cantons. Though separate in race, religion, and language, they are one in national sympathy and interest, proud of their history, and prouder still of their recent progress and present prosperity. While beggars are found everywhere in Europe, there is less pauperism in Switzerland than in any other nation on the continent. With no communism, there is still a general diffusion of property, and almost every one is a land-owner.

Of the 485,000 householders, only 20,000 possess no land. The ownership of land is an element of dignity, and conscious elevation to the individual, and thus, of strength to the nation.

CLASS ORGANIZATION.

BY JAMES M. REES.

ONE does not need a memory of very long reach to take hold of the time when the unit of the school was the scholar. Now the unit of the school is the class. This change marks the fundamental difference between the schools of this and of that former time; to it, furthermore, must largely be referred the improvement of our common schools. The change itself is due to a wise spirit of organization that has been infused into our schools. The fixing of the number of these class units, together with a regular course of study for each class, makes what is called a graded school.

It will, perhaps, be profitable to find the principle upon which this system of class organization rests. We shall then be prepared to see fully the advantages of it; and shall, moreover, not be surprised to find that it is open, unless carefully guarded, to serious objections. From not carefully considering the foundation of this kind of organization, objections have in some cases been misdirected, and incorrect remedies proposed.

All schemes of organization, and of instruction, too, must proceed from some facts of our nature. As they accord with these, they are valid. With this view of matter, we put aside all reasons from convenience, economy of time, etc., and bring forward, as the justification, nay, even the possibility of a system of class organization, the obvious fact that, within certain general limits, all persons are alike. We must not be surprised to find little facts of this kind underlying and supporting—furnishing the very condition of the existence of great superstructures. The simple fact that men, if left to themselves, are generally very much disposed to take the best care of themselves, underlies almost the whole system of political economy. Legislation has made its best advances when, after adding a few necessary checks, it has recognized this same fact. So with this principle. Our pupils are seen to be pretty much alike. The only difference that we notice, and we do not notice this very closely, is a difference of attainment. Take, now, those whose attainments are in a general way equal, and, on the fact of their general similarity, we are justified in adopting a system of classes

The advantages resulting in point of convenience and economy of time, sanction the system and approve its general wisdom. But is there not to be found with the plan a fundamental objection? No; the plan itself is almost perfect. The objection is not to be laid to the system, but rather to the error of not taking advantage of all that the system gives us. We expect of it what we should not expect, as we shall try to show.

We have a double nature: on the one side we are like everybody else; on the other, we are different. Organization by classes takes

the first; it, of course, rejects the second. It undertakes to provide for our common wants; it cannot supply, directly, our individual special demands. It engages to do no more than this. We should ask no more of it. It is as unjust as it would be to demand that the man who engages to make our shoes should also make our trowsers. Shall we say, then, that a course of instruction must take no notice of this individualizing element of our nature? Far from it. The highest and holiest function of the teacher is to train this element of personality, that makes each man, as I once heard it nobly said, "a new creation of God." The truth is, that it is only the class organization that gives an opportunity for this work on the individual pupil. Take John, Henry and William separately, and you will not be able to satisfy their common wants; take them together, and you can hope to satisfy what they need in common, and have time to meet more of their special demands. Unless you have a teacher for each pupil, this must be the case. Class organization alone furnishes the opportunity for that special care of each scholar's personality that will develop in him a true originality, and true originality is nothing more than the proper action of personality in a field of action common to all.

That there is a fault in our instruction at this point, cannot be denied. We wish merely to give the fault its proper place. The error of not cultivating the element of personality is in not taking advantage of the opportunity which class organization gives us, and also in teaching a class as if it were a kind of abstraction, instead of a number of real, living souls.

We must follow the trail of this objection further; for it is a real one, and will indicate a point too much overlooked. Why is not class instruction supplemented by some of this individual instruction? For the obvious reason, that our schools are often so crowded that it is impossible for teachers to do more than attend to their classes. We want fewer pupils and more teachers to a school.

Cicero well refers honorable and becoming conduct to the right working of our two characters: that which is common to all of us; that which belongs to each of us If education is to prepare us for such conduct, it must take charge of both. A system of graded instruction will do for this more than anything else, but it must be supplemented in some way. The most obvious, and most unlikely, is that pointed out: the reduction of the number of scholars and the increase of the number of teachers. Another way is for each teacher to aim by giving extra time and labor, in private talks, etc., to try to meet the scholar on the ground of his individuality. Lastly, let each scholar feel as far as possible that all class instruction comes personally to him.

Ohio Ed. Monthly.

INFINITIVES AND PARTICIPLES.

BY PROF. J T. OSMOND.

THE characteristic of the verb, the function which distinguishes it from all other words in a sentence, is affirmation. Neither the infinitive nor the participle ever performs this office. Therefore neither is ever a verb. Why will our authors of grammars persist in placing one or both of them with verbs and treating them in connection with verbs? The result is utter confusion to most pupils and final failure to comprehend them.

I. *Infinitives.* I would suggest this treatment, either by some author or by teachers, based on the principle of our language that the infinitive always performs the office of either a noun, adjective or adverb.

(a) Noun	Proper	Abstract.	
		Collective.	
		———	
		———	
	Common	Participial.*	
		Infinitive.*	

*Or any other name that may be better.

Articles explanatory of abstract, collective, etc., nouns as usual. Then something like the following:

Infinitive nouns signify an act, being or state, but do not affirm it. Then in *syntax* of nouns,—

1. The infinitive noun may govern another noun in the objective case as its "subject," or "agent;" as, I wish *him* to go. (Pronouns show the case more plainly than nouns.) But if the agent of the infinitive noun is the same as the agent, or subject, of the verb, it is, of course, in the nominative; as, *I* wish to go.

2. The infinitive noun may govern another noun in the objective, as the name of the thing the signified act effects: To play *ball* is healthy.

3. The infinitive noun changes its form to express time: I wish him *to learn;* I wish him *to be learning;* I believe him *to have learned.*

4. If the act of which the infinitive noun is the name be not performed by, but *upon* its subject, "be" is used to express this: I wish him to *be* taught. "*Be,*" with the affix "*ing,*" only expresses time.

5. The *adjective* used to qualify an infinitive noun has the adverbial form: "To play *correctly*

is creditable." Except in the predicate it has the usual form.

[If any one think the infinitives in 1 above are not nouns in these and all similar constructions, let him think carefully. If any one say, "Tense and voice are properties of the verb, the infinitive has these, as you allow in 3 and 4 above, so the infinitive must be a verb," I reply that the reasoning is poor. Because tense and voice are properties of the verb, does not preclude their belonging to other parts of speech. Two or more parts of speech may possess one or more properties in common. Not the *properties* of a word, neither its etymological *form, but the office, the principal office, it performs in its combination with other words* is the true basis for classifying it wherever used.]

(b) Adjectives { ——— ——— ——— ——— Participial. Infinitive. }

Definitions of other classes as usual.

Infinitive adjectives signify an act, being or state, but do not affirm it.

In syntax of adjectives,—

1. The infinitive adjective may govern a noun in the objective case: a desire to learn *Grammar* is commendable.

2. The infinitive adjective changes its form to express time. A desire *to learn;* a desire *to be learning;* a desire *to have learned.*

"Be" in an infinitive adjective makes it express an act done to its subject.

(c) Adverb { ——— ——— ——— ——— Infinitive. }

Definitions of other classes.

Infinitive adverbs *signify* an act, being or state, but do not affirm it.

In Syntax. 1. The infinitive adverb may govern a noun in the objective case: he came to see *me.* 2 The infinitive adverb changes its form to express time: he came *to learn;* he came *to be learning.* 3. "Be" in an infinitive adverb makes it express an act done to its subject.

II. *Participles.* To be brief, treat these very similarly.

I believe something like the above to be the only true method of treating these most difficult parts of our language. Quite extensive opportunities for observation of this matter have convinced me that very few students who use our present grammars (and not a great many teachers) really understand infinitives and participles. Doubtless many of the pupils, and most of the teachers can *say* some definitions and rules *about* them in parsing; but the question is, how many (scholars or teachers) have any clear, certain ideas of the functions and powers of infinitives and participles in our language?

I will only add, that I have presented the above method, with gratifying results, to large classes in the Normal Course of one of the first colleges in Ohio, and now submit it to the consideration of my fellow teachers, in Pennsylvania.

GRAMMATICAL NOTES—"AS."

BY PROF. A. R. BYERLY.

AS has in general two uses:

1. As is used as an adverb when placed before an adjective or an adverb followed by another *as* used as a conjunction correlative with it. In the sentence, "He is as active as his cousin," the first *as* is an adverb of degree. It marks the degree of activity as definite, which degree is made definite by the clause introduced by the second *as.* A similar use of *that* may be observed in the sentence, "That man that you saw is here." *That* in the first case marks the word *man* as definite, or as denoting a known person, and in the second case, introduces a clause which makes the word *man* definite, or which expresses the fact by which the person has become known. That—who, which. The—that, who, which, are similarly used.

As in this use seems to have usurped the place of *so. So* is used in similar situations in the German. The distinction seems to be this: *as* implies degree simply and is equivalent to *in the degree,* and so implies an approximated degree, or a degree that is reached and is equivalent to *to* the degree. Hence *so* is retained,—

1. When immediately preceded by a negative; as, *not, never, hardly.*

2. Very frequently with adverbs of time; as, *so soon as,* and of distance; as, *so far as,* although *as* is also used.

3. When the degree is inexpressibly great, and the qualifying clause is omitted; as, "He is so good"

4. When the verb of the qualifying clause is an infinitive; as, "Be so good as to come here."

In the third case the qualifying clause, if expressed at all, would be introduced by *that* instead of *as* and would denote result; as, "He is so good that I cannot express the degree of his goodness."

In the fourth case, although the qualifying clause is introduced by *as* instead of *that*, it seems to express result rather than comparison.

Sometimes, *as* and *so* are used in the same sentence, *as* in the beginning of the sentence and *so* with the same adjective or adverb repeated for the sake of emphasizing the idea; as, "As far as the east is removed from the west, so far hath he removed our transgressions from us."

In this sentence the first *as* and *so* are adverbs each put with far; *far* in both cases is put with *removed*; *so far* being an emphatic repetition of "as far as the east is from the west."

II. *As* is used to introduce subordinate clauses.

This use will be taken up in another article.

AMERICAN SCIENTIFIC ASSOCIATION.

BY E. F. HOBART.

THE twentieth meeting of the American Association for the Advancement of Science, which convened at Indianapolis on the 16th of August, was a most interesting gathering. It was delightful to see those veteran teachers and explorers in every department of science, as they met that morning in the rooms of the State Geologist, and took each other by the hand—every face radiant with the pleasure of reunion with those of similar pursuits and tastes.

The regular meeting convened at 10 A. M., and after routine business divided into two sections, when the real work began, for each man was here to advance such new ideas as he had developed, and all to compare views on the questions of to day.

Section B is devoted to geology and natural history, and has a larger number of members than Section A, which comprises those whose studies are in the direction of mathematics, chemistry and physics. In Section B a paper which had been prepared by Thomas Meehan, was put in the hands of Prof. Asa Gray to read. The author advanced the idea that the monocotyledon was the universal type of seeds, claiming that seeds of two halves, like the bean, were but a development of the one lobed form, and giving as an illustration the case of some seeds that are found half-way divided, as if in the process of change. Prof. Gray then proceeded to criticise the paper, speaking in the unaffected and pleasing style which has always made his class instruction so delightful. Turning to the blackboard he sketched a plant such as grows from an undivided seed like corn, and one from a two lobed seed, showing how the leaves of the former are arranged alternately upon the stem, while in the two-lobed seeds the lobes themselves form the first pair of leaves as in the squash, and are succeeded by other leaves that are opposite on the stem. This difference of arrangement of the leaves corresponding to the two classes of seeds show, said Prof. Gray, that the seed differences are more radical than Mr. Meehan seems to comprehend.

The great point of interest in Section A, during the same session, was a masterly discussion of the distribution of rain, by Prof. Henry, of the Smithsonian Institute. The meteorological observations that are carried on by the authority of the United States Government are continually growing more valuable, and promise the most beneficial results to commerce, agriculture, and other interests.

The session on Tuesday evening was devoted to the address of the retiring President, J. Sterry Hunt, the Geologist of Canada. He opened his address with a fitting tribute to the memory of that true teacher and profound scholar, Chancellor Chauvenet, of Washington University, St. Louis, the former President of the association. He then invited the attention of his audience to a subject in his own field of geology. For geology was a science of such vast dimensions that it seemed to belong partly to the mathematical and partly to the natural history section of the association, and thus, as a link between the two, to be a theme of interest to all members. Here in the United States we have a mountain chain of the most complicated geological construction—the Appalachian system. No mountain chain in the world has been studied by as many able observers at once—none of such magnitude has been as thoroughly investigated. Prof. Hunt proceeded to unfold some of the results of these investigations. Since Emmons announced his Taconic system lying beneath the rocks previously considered fossilliferous, these older rocks have been most carefully studied, and although the arrangements of Emmons have been overthrown, most remarkable facts in regard to the crystallic rocks have been established. The Appalachian system in the North, includes the Adirondacks, of New York, the Green Mountains and the White Mountains. The latter are composed mainly of micaceous schists that are softer than those of the other groups. It is now satisfactorily determined that they are the younger of the three, and have in a comparatively recent period been

transformed into their present form from the condition of ordinary stratified rock. Next older than these are the Green Mountains, and oldest and hardest of all are the Adirondacks.

The transformation of stratified rock into these granitic and micaceous masses, the lecturer maintained and illustrated, and expressed his belief in the doubtful fossil Eozoon Canadensis that has been found in the crystalline rocks.

The event of Wednesday morning's session was a very interesting lecture on the geological history of the Mexican Gulf, by Prof. E. W. Hilgard, of Oxford, Mass. By the gulf, he meant the whole valley of the Mississippi below Cairo, to which point the gulf extended at the close of the coal period. The lecturer pointed out on his diagrams the changes that had taken place since that time until the gulf was reduced to its present boundaries. He then dwelt particularly upon the vast areas in the South covered with drift. Bodies of this drifted material averaging 60 feet in depth, and covering the area of entire States was a fact that could not be overlooked or ignored. But its recognition required an entire change in the phraseology employed by northern geologists. By them the term drift had been restricted to deposits made by glacial action, and that which had been moved by water was called altered drift or modified drift. But these great southern deposits were part of the great stream that had swept over the continent, and were, he was confident, continuous with the northern drift, though they had been moved by water and not by ice. The deposits lay where they had been left by the great original movement, and were original drift. They were anything in the world but altered drift, and should not be called so.

Prof. Winchell, of Michigan University, stated that his own observations at the South had been sufficient to show that Prof. Hilgard's position was right. It was noticeable in Prof. Winchell's remarks that, while accepting Prof. Hilgard's strictures, the force of old habit was so strong that he continually used the term altered drift in speaking of the deposits which Prof. Hilgard said should never be called so.

Richard Owen, a veteran geologist, described having, years ago, camped for months in the region north of Lake Superior, from whence these drift materials had been obtained. Prof. Perry, of Harvard, said that he had studied the drift of New England until he knew the drift, and that in a recent trip in the South he had made a number of sections from the Atlantic and the Gulf to the mountains, and that Prof. Hilgard was right, it was true drift. Prof. Little, of Oxford, Miss., made some humorous remarks in regard to his study of the drift when a boy by striking rocks with other boys, and that he ever after that had a curiosity to know where the clear stones came from that served him so well by their hardness. That a few years later his professor in the Alabama University explained it to him, advancing some of the ideas now first publicly set forth.

In the afternoon session Prof. Cope read an elaborate paper on that intricate subject, the proper classification of fishes, followed by Prof. E. S. Morse on a genus of shell-fish. Prof. Morse admirably illustrated the most effective style of teaching—that which speaks to the eye as much as it does to the ear by the remarkable rapidity of his drawing. A few sweeping strokes always brought into view upon the board the shell-fish or the bird of which he was speaking, before the sentence that described it was completed. Such a teacher irresistibly carries his audience with him.

Next came a paper by Mr L. S. Burbank, on that doubtful and much disputed fossil Eozoon Canadensis. The writer exhibited a great variety of specimens from New England rocks, and concluded that it was not of animal origin. In this opinion he was strongly sustained by Prof. Perry, of Harvard. On the other hand, Dr. Hunt made an able speech to prove that the Eozoon was a fossil animal and not minute mineral forms. Prof. Hall, of Albany, and all the ablest geologists present, manifested the greatest interest in the discussion, but the question is one not yet decided.

At the same time Section A was just as deeply interested in a question of greater practical importance—the probable introduction of the metrical system of weights and measures into the United States. J. E Hilgard, Assistant Superintendent of the United States Coast Survey, read a most interesting paper describing what had been done under governmental authority toward effecting this end. Forty sets of weights and measures according to this system are now in course of construction, and will next year be distributed to the different States. Mr. Hilgard's opinion was that the practical difficulties in the way of its general introduction were so great as to prevent its adoption. The general opinion of the members was that the experiment should be tried, and that there was great probability of its success.

The above are the main points of interest in the work of this most important gathering, previous to their excursion, on the 18th, to visit the coal fields of Indiana along the line of the Vandalia railroad. Beyond this point our space will not allow us to follow them.

Western Ed. Review.

SCHOOL ROOM ILLUSTRATION.

BY JOHN G. MOORE.

THE MOLECULAR FORCES.

THE molecular forces are exerted between the particles or molecules of matter, and are of three kinds: cohesion, adhesion and affinity. The force of cohesion unites particles of the same kind, and gives solidity to the forms of matter. Modified by heat and the molecular arrangement of the particles, it gives rise to the specific properties of matter, hardness, brittleness, tenacity, etc. When this force is overcome, the particles do not usually tend to cohere. Lead and rubber, however, when freshly cut can be again united by moderate pressure. Iron when hot can be welded, and most pulverized substances form coherent masses when acted upon by great pressure. Liquids possess cohesive force. Drops of water and mercury are round. Mix alcohol and water till the specific gravity equals that of oil. Place into this mixture a few drops of oil which will pass to the middle and assume spherical forms. Gravity is suspended in this case, and cohesion has perfect control over the mass. It may be inferred from this and similar experiments that the globular form of the earth and the other planets, is due to the action of the cohesive force upon the particles of these bodies while they were in a liquid or molten condition.

Adhesive force unites particles of different kinds; as, plaster to the wall, paper to the ceiling, water to wood, etc. Solids adhere to solids. Good examples of this are seen in writing with crayon upon the black-board and with the pencil upon a slate or paper, and in the tenacity with which dust clings to different surfaces. Liquids adhere to solids. Make a conical mound of salt or sugar, about four inches high, upon a plate; around the bottom of this mass pour water, and observe that in a few minutes it will ascend to the top. A piece of blotting paper placed partly into a goblet of water will become saturated several inches above the water. Make a muslin bag about five inches square, close the top except a small opening, into which to insert a tube; endeavor to fill the bag with air from the lungs when it is dry. This will be found to be impossible, but when it is saturated with water it can be easily inflated. The water adheres to the cotton, fills up the spaces between its fibres and prevents the exit of the air. The elevation of the oil by the wick of a lamp is also a good example. Solution is an interesting variety of adhesive attraction produced when the adhesive force entirely overcomes the cohesive force. Put sugar, salt, alum, and nitre into separate vessels containing water; these substances will soon be dissolved. Heat or agitation will hasten their solution. To show that these bodies may be separated from their solvents, place a few drops of each of the solutions upon pieces of glass and apply heat or permit them to remain quiet for a few hours; the liquid will be evaporated and the substances will be left in beautiful crystals, adhering to the glass. By the aid of the stereopticon, the important forms of crystals can be most admirably illustrated from the real crystals produced as just described.

Liquids adhere to liquids. Pour colored solutions, red or black ink, into water and the whole quantity will become colored. Alcohol has less specific gravity than water, yet it becomes thoroughly intermingled with the water. Oil and ether, however, have no adhesion for water and hence rise to the top when put into it. The ether may be burned, thus showing that it has not been mixed with the water.

Gases adhere to liquids. Take a bottle of the capacity of a pint, place into it about an ounce of common salt, and add some sulphuric acid; hydrochloric acid gas will be evolved and will fill the vessel. When full, invert it into water and agitate, it will soon become filled with water. The gas is absorbed by the water in consequence of adhesion, and so great is it in this case that water will dispose of several hundred times its bulk of this gas.

THE HOPE OF OUR COUNTRY.

BY J. ELLIOT.

THIS is already a mighty and populous nation, a progressive land. Embracing three millions of square miles of area, containing about forty millions of inhabitants, giving circulation to a billion of newspapers and periodicals annually, possessing wealth beyond calculation, fertility unsurpassed, and resources almost infinite, there is none with which to compare it. Yet it is not fully developed. A mighty tide of population is sweeping in from all parts of the world, clearing away the vast wilderness of the West, planting here and there the busy city and awakening the whole land to that life characteristic heretofore only of the Eastern portion.

Spread before us, then, we have a grand field full of jarring interests, one upon which is yet stamped the glow and beauty of youth, full of temptations to, and encouragements in, luxury, extravagance and ambition; a field for

political corruption as well as moral degradation. And this is the land we glory in calling *ours*. Beautiful, rich, free, independent. But it may not always be thus. The future may witness the crash of this fairest of fabrics, and the bare possibility of such a calamity naturally gives rise to the question, "In what is our national security, in what our hope? Is it in wealth? That tends toward arrogance and idleness. Is it in the population as regards its number? China in its present state plainly tells us not. Is it in the railroads with which it is fast becoming a piece of net-work? Or in the telegraph, which affords lightning like rapidity to communication between all the important points of the United States? They facilitate alike the spread of good and evil, of rebellion and submission Is it in the politician? Many whose names are now dishonored in the annals of the past, who have sacrificed every principle of right and honor to their own ends, answer that it is not. Is it in our armies? With them it is merely *power*, and not the right that holds eternal sway.

History lifts its warning voice against all these things. It tells us of Greece and Rome among the stupendous ruins of mighty nations, standing as beacon lights to warn us off the rocks upon which they have been dashed and broken to pieces. Upon what, then, does the hope of our country rest? Nature teaches us that the boys of to-day will be the men and rulers of to-morrow: the boys of to-morrow will be the men and rulers of a new day, and so on while our republican form of government shall last. Hence we infer that it is only in the cultivation, the improvement, the enlargement, the elevation of the minds and souls of our youth. If this be neglected, either the nation will totter and fall, dissolve into anarchy, or be brought under the iron heel of tyranny or despotism.

And how shall this ennoblement of our minds, intellectually and morally, be attained? Who is to accomplish the work? The answer brought us on the wings of light and reason is, "Our teachers!" Not the bigoted or uneducated who have so degraded the profession and are causing a mental dyspepsia in the minds of the young—not they; but the conscientious, liberally educated Christian teacher, with the Bible as his guide and counsellor, *he* is to stamp upon the minds of our youth the impress of those features which shall exalt and sustain us an exemplary and prosperous nation. They are to erect, under God, the bulwark of safety and freedom which will shield us from and bear us up under the trials and conflicts to which we are and shall yet be exposed; to continue the perpetuity of our free and independent country and institutions.

The responsibility of the teacher's position is too frequently overlooked or too lightly esteemed. Often the controllers employ men regardless of the inferiority of their qualifications compared with those of other applicants for the same positions because they are *needy;* the controllers thus aiding them without pecuniary expense to themselves—but at what a fearful loss to the minds of our children, and through them to that immediate community and to our country!—or because they are married and other applicants unfortunately (?) are single; or because they have passed the noonday of life whilst others are still in the bloom and freshness of youth! In short the *qualification* of the man, intellectually and morally, is too often a matter of minor importance, whilst his *age, size, and "condition"* are all in all. That such a state of affairs does exist in what we are pleased to term this "enlightened" land, is a fact as deplorable as it is unnecessary and intolerable. Let parents, controllers, teachers, and all who care anything for the elevation of the profession of teaching, give more prominence to the selection of the teacher and endeavor always to aid him in the work he has to do; his work is the work of all, since on him depends the hope of our country.

TRUTHFULNESS.

A STORY FOR SCHOOLS.

ONE morning we, three children, were in the school-house, busily engaged, when some one came to the door and asked to speak to our governess. She was obliged to leave us, and as she rose to go out, she said:

"Now, dear children, you must not begin to play, or neglect your duties while I am away. It is only those whose heart is not in their work that require watching."

She closed the door and for a little while we worked as if Miss Lorimer were present. Then the silence was broken by George, who said: "My sum is finished; so you may come as soon as you please, Miss Lorimer." "Do be quiet," said little Walter. "Mine is not nearly done, and I never can add when any one talks."

George did not heed Walter, but kept chattering to me, in a low voice though, for I too had finished and was waiting the return of our teacher; on looking toward the place where Walter was sitting we saw that he was in tears.

"What are you crying for, Walty?" said I

"Because my sum is not half done, and when Miss Lorimer comes she will think I have been idle."

"Don't cry, Walty," said George, "I am sorry I talked and hindered you. Let me see your slate;" and taking it from Walter, and without giving him time to think, George counted up the figures and put the amount at the bottom. Sums which cost Walty so much time and patience were no trouble to George.

"Now," said he, as he gave the slate back, "Miss Lorimer cannot be displeased, for your sum is done."

"But I did not do it," said Walter, glancing at the figures which completed the row at the bottom so nicely.

"Never mind that. If Miss Lorimer asks you, you can tell I did it." Just then our teacher entered. "I have been detained longer than I expected," said she, "so we must be more diligent. Now let me have your sums."

Walter hung back to the last, and, when he presented his slate, Miss Lorimer said "I scarcely hoped to find Walter's finished," and as she spoke, she looked straight in Walter's face. My little brother's cheeks and forehead were like scarlet in a moment, and he turned away as though he could not bear to meet her eye. But Miss Lorimer said no more, and our school work went on as usual; but I believe none of us felt comfortable or happy that day, for we knew we had done something to deceive our kind teacher. I know I felt as guilty as the others, for conscience said, "You might have hindered it all, but you did nothing to prevent it."

When evening brought the hour which we delighted in, the hour of happy talk with Miss Lorimer, we felt more uncomfortable. I believe any one of us would willingly have confessed his or her own share in the deceit, but each thought of the others, and did not like to tell that all were partners. It did not make us feel more at ease when Miss Lorimer said, "Dear children, I want you to tell me what a lie is."

My face turned hot, and I could see the color rise on the cheeks of my brothers. We all hesitated, and then answered, "A lie is an untruth; a saying something false; a bearing false witness against our neighbor."

"Your answers so far are right, my dears," replied Miss Lorimer; "but you have not made them full enough. Can you not give me a better definition of a lie? There are many falsehoods in which the lips bear no part at all."

Ah, how that came home to the hearts of her little hearers. The boys did not speak, but looked at each other, as if wondering whether Miss Lorimer had overheard them in the morning. Then I remember I said in a low trembling voice, "It is a lie to do anything with the intention of deceiving others, and making them believe what is not true."

"Yes, that is what I wished you to understand. And now, do you know why I asked the question?"

Little Walter burst into tears and sobbed out, "It was because I did something to deceive you this morning. Dear Miss Lorimer, I am so sorry to think I acted a lie. I have been miserable all day, and should have told you before, and asked you to forgive me, but—" Walty stopped and looked at George, for he could not bear to betray his brother.

"But what, Walter?" asked Miss Lorimer.

George did not give Walty time to speak, but answered, "Indeed, Miss Lorimer, it was more my fault than Walty's, and I think that is the reason he does not like to tell you;" then George told her the whole occurrence of the morning.

Miss Lorimer looked very sorrowful, and the tears stood in her eyes. "Dear children," she said, "how your story proves the words of Scripture, 'Be sure your sins will find you out.' I never should have known of this, had you not told me. Another thing not connected with you, made me think more of the meaning of the ninth commandment, and I was anxious you should understand how many ways there were of breaking it without speaking a lie. I am thankful God put it into my heart to talk to you as I did to-night, for it has roused you to see the wrong you did. Yet I had such faith in your truth, dear children, that it grieves me to find there has been deceit among you."

"Miss Lorimer, do forgive us," cried Walty and George together. "We will try not to deceive again." "And me, too, Miss Lorimer," said I, "for I am to blame, as I knew all about it and never spoke, or tried to prevent it."

"Dear children," she said, "I do forgive you; but remember it was God's holy commandment you broke, not mine, and ask Him to pardon you."

We all felt the wrong we had done, and our dear teacher spent a long time in pointing out examples in Scripture to deepen the impression. She showed us that God desires not only truth of word, but of deed, "Truth in the inward parts," proving that we ought to have our hearts and thoughts free from all desire to deceive and then we would be kept from lying. She taught us that if the "Truth made us free, we would be free indeed." We read over the

promises of God to those who speak the truth.

"And, oh! what a beautiful thing this truth must be, dear children," said Miss Lorimer, "for it is a word used to signify the blessed Saviour, who says, 'I am the way, the truth and the life.' Our God, too, is called a 'Lord God of truth,' a 'God who cannot lie,' who must be worshiped in spirit and in truth"

There is much in the Bible about truth, and if this lesson of mine will induce any of my little readers to search for the texts which will make them better love the truth and practice it, I shall rejoice that I have shown them one of my childhood's errors.

RECOLLECTIONS OF AN OLD TEACHER.

TRIAL, CONVICTION AND SENTENCE OF A TEACHER SIXTY-TWO YEARS AGO.

BY WILLIAM H. JOHNSON.

THE following is an authentic incident which occurred in Bucks county, about the year 1808.

As much has been related respecting the state of education, at a period within the recollection of some of our oldest citizens, and, as some statements have been made in favor of the condition of schools in the early part of this century, tending to show that they might challenge comparison with those of this day, I will submit the following narrative of a settlement of a "difference" between a teacher and his employers, at the date above mentioned, premising that the neighborhood in which the transactions occurred was nearly in the centre of Bucks county, and as distinguished for intelligence as any in the county—and that the teacher possessed much more than an average of scholastic learning.

At the period in question, he had been teaching more than a year in the place, and a considerable part of the winter had elapsed when rumor set afloat several stories unfavorable to the management of the school. Some of these had been started by visitors, others by dissatisfied pupils, and others still arose from vague reports greatly magnified, of actions done, and things taught in the school, which were not on the programme of the *Teacher's Prospectus*.

It was asserted by none that the teacher was not a man of industrious habits. He was admitted, at least, to possess a large amount of mechanical ingenuity; for instance, he could clean and repair watches and clocks. In making dishes and pans, such as were needed for baking pies, he was an adept, besides having unquestioned skill in all kinds of tinkering. Some of his employers thought that these avocations interfered with the regular discharge of school-room duties. There were others, again, who believed the teacher to be making too much money. Altogether, it was found that the reports in question had stimulated inquiry, and for once the *school was visited*; when, among other movements in this hall of science, it was ascertained that during "books," even in the very midst of recitations, there were divers exercises going on in gymnastics, besides others not mentioned in any teacher's programme *for study hours*.

The whole result of the investigation amounted to this, that the "school had become a nuisance in the neighborhood, and that it must be abated!" But how was this to be effected? The teacher had possession, and there was no legitimate mode by which he could be ousted from his castle and subjected to a fair trial.

One of his pupils invented a plan to overcome this difficulty. He remembered that, for the accommodation of pupils having to make fires, the key of the door was left under the door-step; he, therefore, volunteered to get possession of the school-house, provided some older persons would engineer the requisite movements for bringing the teacher face to face with his employers. The plan was soon perfected, and was simply this, viz.: *Nobody* took the responsibility in the premises, but on a certain Saturday evening after the key had been secured, the same personage prepared an advertisement setting forth that the school had been vacated on the Saturday to which I have referred, that it would not be resumed again until the employers to the school should have an opportunity of expressing their opinions freely respecting the propriety of continuing the school under the present teacher, that several of the said employers had met together and authorized this proceeding, and that the next Saturday, in the evening, had been fixed for the conference at which the teacher (mentioning him by name,) was respectfully invited to be present, when charges would be preferred against him which he would be expected to answer, either in person or by deputy.

The above advertisement was carefully posted, in conspicuous characters, on the school-house door, besides being placed in several stores and other public places, within school sending distance, in the neighborhood. It is scarcely necessary to add that on the day fixed for the meeting a very large and indiscriminate audience convened, many of them before the hour appointed, and that all the facilities had been prepared by both parties for a popular trial.

The preparation for a fair trial was evidenced by a large attendance of the citizens of the district, among whom were seen not only a fair proportion of the youth, attracted by motives of curiosity and love of fun—some of whom could say of the events to be developed, "All of which I saw and part of which I was"—but there was a great attendance of the best citizens, who were personally interested as patrons of the school. Among these was the individual who had been most active in bringing this investigation to a crisis. The teacher himself was on the ground, at a seasonable hour. The gentleman who had been most active in starting the inquiry called the assembly to order, read the placarded notice, made some comments on the same, and proposed that the meeting be thoroughly organized by appointing a chairman. Whereupon, the speaker was nominated by acclamation This done, he spoke of the importance of proceeding in the matter decently and in order, and further suggested the propriety of conducting the investigation, as nearly as practicable, according to the legal forms. The suggestion was received with approbation, as was also a motion, made and sustained, that the chairman should act as Judge of the Court; that there should be three jurors selected to hear the charges made, the testimony of witnesses, and to return a verdict in accordance therewith Various other motions were sustained by the audience, viz.: The selection of a prosecuting attorney; the liberty granted to the teacher to make his defence, either personally or by deputy, and finally, the appointment of a constable to take charge of the jury. By an unanimous vote, also, the chair had the appointing of the officers above named. All these preliminaries having been settled, the presiding officer addressed the teacher on the subject of the charges preferred, and questioned him as to his willingness to submit to the judgment of his peers in relation to the accusation set forth in the initiatory proceedings.

A willingness having been expressed by the defendant,

the prescribed jury was named by the Chair, and, as they were severally called, opportunity for challenge was allowed. Then, the three gentlemen named proving satisfactory, the prosecuting attorney read the "bill of indictment," and a bench was specially appropriated for the jury in a suitable and conspicuous part of the school room. The indictment having been read and the defendant pleading "not guilty," the trial commenced, the chairman sitting in the place formerly occupied by the teacher.

The charges stated in the above bill, that the teacher had, to a great extent, neglected the service for which he had been employed; that, instead of giving instruction to his pupils, he had spent a large portion of the time during school hours in divers mechanical employments, such as cleaning watches and clocks, making patty-pans and other varieties of iron and tinware, etc.; that while thus engaged the appropriate business of the school was unavoidably neglected, and that the noises issuing from the school-room during school hours, were frequently heard at the distance of one-eighth of a mile by travellers on the public road. These and other charges it was proposed to establish by witnesses who would be called to the stand.

Witnesses were then called to prove the mis-employment of the teacher's time. Among the facts stated were many curious incidents, which, if time and space were allowed, might be both amusing and instructive as facts in educational history, but there was one tangible piece of testimony that must not be omitted. After various particulars had been related by scholars and others, who testified to what they had seen, the Judge asked "if there were any more allegations to offer?" as the facts of this branch of the accusation seemed interminable!

The prosecuting attorney then asked permission to exhibit the contents of the teacher's desk. It was of course granted; and a table was forthwith spread, on which was exhibited, in all the different stages, the work above indicated, with the tools requisite for its completion. There was the soldering iron, rosin, etc., of the tinker; the shears, rivets, and other necessary implements of the tinman, and the magnifier, small hammers and nippers of the clock and watch maker. All these were exhibited to the jury and to the audience, and commented on by the proper officer, and the display contributed greatly to enliven and entertain the meeting without any annoying and disturbing influence. The teacher, meanwhile, attempted to palliate or rebut the testimony produced, all of which was, in due order, respectfully invited by the members of the audience, and permitted by the Chairman.

This portion of the charges having been discussed at sufficient length, it was thought important to establish the uproarious character of the school,—and for this purpose there was called as a witness, a former pupil. He testified that, on a certain day, he was passing the road by the school house, and heard a very unusual noise. His curiosity was excited, as the time was during school-hours, and all the pupils were within doors. Hitching his horse, he entered the school, and soon discovered the cause of the uproar. There had been a space left between the outside tier of desks, which faced the wall, and an inner one; and at the time he entered the room, the space between was occupied by a negro boy who had consented *to run on all fours* around the said area, and to serve as a pack-horse for the younger portion of the pupils who wished to ride. One of these circuits had just been made, as witness had entered, and a dispute had arisen among the riders, which he then learned had caused the noise.

Attorney.—"Out of what circumstances did this dispute arise, and who were the parties to it?"

Witness.—"I was informed by the pupils that it commenced with the negro boy and one of the young riders. It seems there were two who wanted to ride at the same time, and one circuit had been made under that arrangement,—but the pack horse had protested against *carrying double*, saying, he would give as many rides as they wanted—*one at a time.*"

One of the Jury.—"Was this dispute continued after you entered? State the particulars."

Witness.—"It was; several of the other pupils took part with the disputants most interested, and it was the altercation of these which made the chief disturbance."

Attorney.—"How was the teacher employed during this fracas?"

Witness.—"He was very busily engaged in riveting a pan, and the noise did not disturb him—*he was used to it.*"

Here the prosecution ended, and the teacher was called upon for his own statement or the testimony of witnesses; after which the case was submitted to the jury, who, under the care of the constable were conducted to an adjoining room.

The charge of the jury, and the speaking on both sides, are necessarily omitted, as a mere sketch is designed to be given to illustrate the condition of one of our public schools some 60 or 65 years since. It was taught by a man of ample scholastic qualifications,—and in a neighborhood at that time, and at present, famed both for its morality and intelligence.

The following is the conclusion of the matter: As the question of expelling or retaining of the incumbent seemed to partake somewhat of criminal prosecution, the jury were instructed to bring in a verdict in accordance with the charges preferred against the teacher. He was, therefore, pronounced *guilty*, according to the charges, but the time-honored privilege was given of saying why sentence should not be passed against him. As the facts brought out in his case were so notorious, it was thought useless to deny them; he had, therefore, but a few words of palliation to offer. These were concluded by asking a favor of the trustees, the purport of which was that, as his employers had taken the bread from his mouth, they would at least give him a *recommendation*, by which he might continue in his calling.

One of the audience, being a ready penman, volunteered the task; and, after the verdict of expulsion was pronounced by the Chairman of the meeting, a certificate was promptly prepared. It told the truth, but not "the whole truth." It stated (what was the fact) that the said P. M. S. possessed ample scholastic qualifications for teaching a good school, and the branches were named in which he was an adept.

The next morning our teacher departed for south-western Pennsylvania, and coming into a neighborhood where a teacher was much needed, he found employment. Whether the adversity in which he had been schooled, had a decided influence on his character, is not known; but all accounts agree that his teaching gave satisfaction. He continued long enough in the occupation to obtain the means for purchasing a farm, on which he settled, and passed the remainder of his years in the enjoyment of a comfortable competency.

The heart that trusts forever sings,
And feels as light as it had wings;
A well of peace within it springs:
Come good or ill,—
Whate'er to-day, to-morrow, brings,—
It is His will.

A TEACHER'S VISIT TO OHIO.

SUMMIT COUNTY INSTITUTE.

ON Friday, September 1st, I had the pleasure of attending the Annual Institute of Summit county, Ohio, held in the high school building in Akron. Mr. Finley, Superintendent of the Akron schools, presided.

Among the instructors, we saw the familiar face of that great teacher and friend of education, Hon. E. E. White, of Columbus; also that of Prof. Harvey, who is a candidate for Commissioner of Common Schools.

After continuing in session five days, the institute closed with Friday as "Director's Day." There was a discussion going on when we entered, subject, "Teachers, their employment, qualifications, salary, contracts with directors," &c. We heard several directors express their views on the qualifications of teachers. Their plea was for good, *practical* teachers. Aptness to teach, tact in government, they were inclined to value even beyond good scholarship; while Messrs. Finley, White and others held that at least a fair degree of scholarship is essential to success in teaching any school, however elementary.

The discussion on the qualifications of teachers elicited the want of a county superintendent to visit the schools, and thus be able to grade teachers' certificates in the *practice* of teaching. Mr. White spoke in the highest terms of our Pennsylvania schools. He said that, "although once she was behind Ohio, yet now she is taking the lead."

We learned that there were one hundred and fifty-two teachers in attendance, and a list of seventy-five subscribers was obtained for the *Ohio Educational Monthly*, edited by E. E. White, at Columbus.

Some remarks were then made by several members as to the most convenient time for holding their institute, and a vote was unanimously carried to hold it at the same time next year, viz., the last week in August.

After the adjournment, we had the pleasure of greeting many old friends, and becoming acquainted with some of the Akron teachers. These social greetings are not the least of the pleasures derived from attending institutes.

Akron is a beautiful little city, busy with manufactories (mainly of agricultural implements) and commerce; it contains many elegant residences, and others, if less elegant scarcely less tasteful, all in the midst of neatly kept lawns, gardens and shaded streets. The site of the city is quite hilly, something like our own city of Pittsburgh in that respect.

At Cuyahoga Falls, also in Summit county, they have just finished a commodious new school-house. It is built on rising ground in the edge of town, in an open space bordered by an extensive grove of forest trees, that relieves the whole like the shadow in a beautiful picture. This fair temple of learning may be seen for miles around. It is the object which attracts the eye of the traveler as he passes through the "Falls." This is as it should be—the school-house the finest of all the public buildings—because no other building, either public or private, so often contains so much precious human life as the school-house.

MARY E. KELLY.

SELECTIONS.

PECULIAR CHILDREN—Some teachers seem to think that children are responsible for the unpleasant peculiarities which they have inherited. But these are misfortunes. Instead of treating unkindly the child of an irascible temper, or a natural selfishness, or an obstinate will, you should pity him. As you would treat with extreme tenderness a blind or deformed child, so should you have the greatest tenderness for one whose soul is deformed, You will not conquer the defect by chastising the child. What he needs is praise, encouragement to meet the foe that is so hard to defeat, to bear the weight that crushes him. "Ye that are strong ought to bear the infirmities of the weak. "How often do parents and teachers add to the already unbearable burden of such a child the crushing weight of perpetual censure.

Start, then, with a recognition of the fact, that a natural trait is not a thing for which a child, in the first instance, is responsible. Help him to conquer it. Let him understand that it is a misfortune, but not a hopeless one.

TRAINING CHILDREN TO BE TRUTHFUL.—So important from every point of view, is the habit of speaking the truth, that too much effort cannot be made to render truthfulness a part of a child's nature, whilst the mind is yet plastic enough to receive true impressions, and the conscience still sensitive to tender rebuke. Over anxiety on the part of earnest-minded parents, sometimes defeats the object they have in view in the cultivation of this principle. Shocked at the utterance of the first falsehood, they determine to check the earliest disposition to lie, in the bud; and conceive that the most effectual plan is to visit the fault severely.

By so doing it is possible that they may confirm a habit which, with more lenient treatment, would have had no existence. It should be borne in mind, that the random talk of little children is not to be interpreted as the deliberate expression of opinion arrived at after accurate observation. With them the love of prattling upon any subject that comes uppermost, suggests words of which they neither know the value nor the meaning. Intent only on the interest that their narrative excites, little tongues continue to wag as long as they can secure a listener. This disposition to romance is greatly increased, if by injudicious questions the cue is given to enter into minute details. With such aid it is impossible to place a boundary to the limits which the child's active imagination may not overleap. Some sort of check is needed, but the utmost care is required to restrain the untaught mind within due limits, without stifling the play of fancy so natural in early childhood. As soon as a child is old enough to understand the force of reasoning at all, the first thing to do is to teach him to represent things as they are, telling him at the same time that by so doing he is speaking the truth.—*Toronto Ed. Journal.*

Health of School Children.—The Medical College of Middlesex, Massachusetts, having for a long time considered the influence of public schools on the health of children, authorized the publication of the following facts as the opinions of its members:

1. No child shall be allowed to attend school before the beginning of his sixth year.

2. The duration of daily attendance—including the time given to recess and physical exercises—should not exceed four and a half hours for the primary schools; five and a-half hours for other schools.

3. There should be no study out of school—unless at high school; and this should not exceed one hour.

4. Recess-time should be devoted to play outside the school-room—unless during stormy weather—and, as this time rightfully belongs to the pupils, they should not be deprived of it except for serious offences; and those who are not deprived of it, should not be allowed to spend it in study; no child should ever be confined to the school-room during an entire session. The minimum of recess time should be fifteen minutes each session, and in primary schools there should be more than one recess in each session.

5. Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but not as muscular training. It should be practiced by both teacher and children in every hour not broken by recess, and should be timed by music. In primary schools every half hour should be broken by exercise, recess or singing.

6. Ventilation should be amply provided for, by other means than by open windows, though these should be used in addition to special means during recess and exercise time.

7. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in primary schools the slate should be used more and the book less; and the instruction should be given as much as possible on the principle of "object teaching."

What is a Kindergarten?—*Kindergarten* means a garden of children, and Froebel, the inventor, or rather as he would prefer to express it, *the discoverer of the method of Nature*, meant to symbolize by the name, the spirit and plan of treatment. How does the gardener treat his plants? He studies their individual natures, and puts them into such circumstances of soil and atmosphere as enables them to grow, flower, and bring forth fruit; also to renew their manifestations year after year. He does not expect to succeed unless he learns all their wants, and the circumstances in which these wants will be supplied, and all their possibilities of beauty and use, and the means of giving them opportunity to be perfected. On the other hand, while he knows that they must not be forced against their individual natures, he does not leave them to grow wild, but prunes redundancies, removes destructive worms and bugs from their leaves and stems, and weeds from their vicinity—carefully watching to learn what peculiar insects affect what particular plants, and how the former can be destroyed without injuring the vitality of the latter. After all the most careful gardener can do, he knows that the form of the plant is predestined in the germ of seed, and that the inward tendency must concur with a multitude of influences, the most powerful and subtle of which is removed in places ninety-five millions miles away.

In the Kindergarten, *children* are taught on an analagous plan. It presupposes gardeners of the mind, who are quite aware that they have as little power to override the characteristic individuality of a child, or to predetermine this characteristic, as a gardener of plants to say that a lily shall be a rose. But notwithstanding this limitation on one side, and the necessity for concurrence of the spirit on the other — which is more independent of our modification than the remote sun—they must

feel responsible, after all, for the perfection of the development, in so far as removing every impediment, preserving every condition and pruning every redundance.

This analogy of education to the gardener's art is so striking, both as regards what we can and what we cannot do, that Froebel has put every educator into a most suggestive normal school, by the very word that he has given to his seminary—Kindergarten.

If every school teacher in the land has a garden of flowers and fruit to cultivate, it could hardly fail that he would learn to be wise in his vocation. For suitable preparation,

> "Come forth into the light of things,
> Let Nature be your teacher."

EDITORIAL DEPARTMENT.

Pennsylvania School Journal.

LANCASTER, NOVEMBER, 1871.

J. P. WICKERSHAM, J. P. McCASKEY.

WORK IN THE FIELD.

A WEEK ON DUTY.

LEFT Lancaster at 10 P. M. on Sunday, the 24th of September, and Harrisburg at 4 A. M., Monday, breakfasted at Allentown, and then steamed up the Lehigh Valley. The material development of this valley within the past few years has been truly wonderful. It contains vast quantities of iron ore, slate, and limestone, and the coal that is poured down into it from the surrounding mountains seems inexhaustible. The whole valley is ablaze with furnaces, and filled with the busy industry of rolling mills, machine shops, and various kinds of manufactories. Many of its old towns have doubled and trebled in population within ten years, and many new ones have sprung up as if by magic. The cars sped rapidly up the winding river and we were soon among the mountains in which its tributaries rise. The trees that covered them were still dressed in their rich autumnal garb, and never in all our life have we seen mountains look more beautiful. When near the summit the scenery becomes grand, and it is worth a ride of a hundred miles to look down from the mountains into the lovely Wyoming Valley.

Reaching Wilkesbarre at 2 P. M., we visited the Soldiers' Orphan Home of that place. Here we found thirty-four little boys and girls whose fathers had lost their lives in the rebellion, and left them destitute. The Home is a large, well-arranged building, built with funds collected by the benevolent ladies of Wilkesbarre. It was designed as a home for friendless children, but was among the first institutions of the kind to open its doors for the admission of soldiers' orphans. It has cared for a large number, and done it satisfactorily.

After inspecting the buildings and addressing a few words to the children, we took our departure, reaching the station just in time to take the train for Tunkhannock, Wyoming county. As we stepped from the cars at Tunkhannock, we were met by the newly appointed County Superintendent, Frank H. Piatt, Esq., and conducted at once to the hospitable mansion of his father, Hon. W. M. Piatt, Speaker of the Senate in 1854, when the present common-school law was passed, this law receiving his warm and effective support.

As appointed, an educational meeting was held in the court house in the evening. The meeting was well attended, and the spirit manifested was excellent. Mr. Piatt called the meeting to order, and nominated Hon. P. M. Osterhout for chairman. Our address was about an hour in length. Addresses were also made by Messrs. Piatt, Osterhout, Armstrong and Marcy, Dr. Clark and other gentlemen. A committee of citizens was appointed to confer with the Tunkhannock board of directors, in reference to the establishment of a first-class graded school. The meeting was decidedly in favor of this project, and the board, thus backed up, will doubtless proceed at once to carry into effect the wishes of the people.

The only two districts now remaining in the State that refuse to put public schools in operation are in Wyoming county. Such measures were taken while there as, we think, will induce them to accept the system, and thus make it universal in the State.

Leaving Tunkhannock in an early train on

Tuesday, we reached the beautiful and growing town of Towanda, in time for dinner. Here the teachers of the county of Bradford had assembled at their annual Institute. It is the custom in Bradford, to keep the Institute in session for three weeks, but each week it meets at a different place. This was the second week, the previous week having been spent at Canton. There were about one hundred teachers present, and Prof. F. A. Allen, whose skill in the work is well known, was the principal instructor. We gave them an hour's lesson in the Science of Teaching in the afternoon; and, begging pardon for any want of modesty that may seem to be implied in so doing, we give the comments of the *Argus*, the able organ of the Democratic party in the county, on the meeting held in the evening, merely adding that the audience was all, both in intelligence and attention, that any one could wish. The *Argus* says:

"We have rarely or never seen the court house filled to overflowing as it was Tuesday evening, on the occasion of the address of State Superintendent of Schools, Hon, J. P. Wickersham, before the County Teachers' Institute. Every seat was full, extra chairs were brought in, and even then many were obliged to stand. After music, under the direction of Prof. Eastabrooke, the speaker was introduced by Superintendent A. A. Keeney, and delivered one of the most earnest, eloquent and practical addresses which it has ever been our good fortune to listen to.

"The closest attention was paid by the vast audience throughout, and all left feeling that the school interests of our State are safe in his hands."

The cars leave Towanda at 6 A. M. on the new railroad to Dushore and Bernice, in Sullivan county, and we were, thanks to the punctual call made at our door, on hand in time. A two hours' ride brought us to Dushore, where we found County Superintendent Martin with Senator Geo. W. Jackson's carriage and horses, ready to drive us to Laporte, the county town. Sullivan is one of the most mountainous counties in the State, and a ride of *nine* miles—we thought the distance fifteen—over the rough roads between Dushore and Laporte, is enough to cure the dyspepsia. Arriving at Laporte we were driven to the house of Hon. Michael Meylert, some years ago a member of the Legislature, and were soon joined at a very pleasant dinner party, in addition to Mr. Meylert and his brother and their ladies, by Judges Elwell and Bedford, Senator Jackson, Superintendent Martin, Morris Ellis, Esq., of Lycoming county, and other ladies and gentlemen. After dinner we paid a short visit to the public school, and, then, Senator Jackson drove a party of us some five or six miles to see one of the mammoth tanneries of this section of the State. No description of the tannery will be attempted here, but its size is indicated by the fact that it turns out about 200 finished "sides" per day, and at times employs 300 men.

The educational meeting held in the evening at the court house in Laporte was very well attended, and evinced an excellent spirit. As the county court was in session, the audience was largely composed of jurors, witnesses and others having legal business to transact.

An early start next morning gave time to visit the newly-opened coal mines at Bernice before taking the cars back again for Towanda. The vein of coal now worked at these mines is *twelve* feet thick, and is now producing coal of an excellent quality, a softish kind of anthracite. Besides this immense deposit of coal there are two other veins lower down, one *five* and the other *three* feet in thickness. The whole deposit is therefore *twenty* feet thick, and covers an area, as far as explored, of about 25,000 acres. We penetrated the mine some two or three hundred yards and saw the miners at work. This was not a new sight to us, but it is always an interesting one. It was particularly so on this occasion. Here was the coal stored away in seemingly inexhaustible quantities; at the mouth of the mines were the breakers, ready to prepare it; down below stood the cars on the railroad track, into which it poured from the breakers by its own gravity, while far away were the manufactories that used it and the homes that were made cheerful by its blaze. No wonder a devout man, on a recent visit to these mines, as he realized the goodness of God in preparing and storing away such vast quantities of fuel for the use of man, in a moment of excitement fell upon his knees, and, calling upon the miners and all others present to join him, uttered a soul-stirring prayer of thanksgiving to the Creator for what he had done for such unworthy creatures as we are. Such is said to have been the effect of the prayer, that when the good man arose he found every miner within hearing on his knees, and many of them in tears.

On the train, and with just time enough at Dushore to say good-bye to our friends Jackson and Martin, to whom we were so much indebted, and stopping at Towanda to assist the board of directors in selecting a site for a new school house, which they badly need, we passed the night at Binghamton, N. Y., and reached Montrose Station, Susquehanna county, at 8 A. M. Friday morning. Here we were met

by Prof. Sweet, of the soldiers' orphan school at Harford, and driven to that institution, situated some seven or eight miles from the station. The location is a good one for such a school; high, healthful and beautiful. Some of the buildings are old, but they are sufficiently commodious. Without having had time to make anything like a careful inspection of it, we came away, feeling that the school is in a fair condition, and that such improvements as are needed will be made as soon as practicable by those who control it. We were especially pleased to meet here County Superintendent Tilden and lady, and several citizens of the vicinity, who seem to take great interest in the orphan children. Before leaving, Prof. Sweet had the thoughtfulness to call together *his whole family*, children, teachers and employees, and we said our word of advice and good cheer to them.

2 30 P. M., again on board the train for Scranton, Easton and Bethlehem. There is little finer scenery in Pennsylvania, or anywhere, than that seen on the line of the Delaware, Lackawanna and Great Western railroad, in going from Scranton to Easton. On this occasion, as the mountains were dressed in the rich garb of the autumn time, we thought, as we passed along their summit and up and down their slopes, that we had never seen them look more grand. The view of the Blue mountains, from the summit of the Pocono ridge opposite, across the wide wooded valley, cut through by the wind and water gaps, was truly magnificent and will be long remembered. We reached Bethlehem at 9 P. M., and, after an excellent supper, enjoyed a glorious night's rest, and felt in the morning ready for the duties Saturday brought with it.

Our visit to Bethlehem was to assist in the dedicatory exercises connected with the opening of a new school house. Some account of these is given elsewhere, and it is only proper to say here that at 8 A. M. we were called upon at our hotel by Augustus Wolle, Esq., the public-spirited president of the school board of the borough, and invited to visit and inspect the new building. This done, we joined the procession composed of the children, the teachers and the school board—and a beautiful procession it was—marched through some of the principal streets, and finally assembled with a goodly number of citizens in the large hall of the new building. We enjoyed exceedingly the music, the speeches, and the good feeling that prevailed, and performed the part allotted to us as best we could. The following, of a personal character, we extract from the report in the Bethlehem *Daily Times*:

"Among the most impressive of the exercises was the singing of the following song of welcome to Prof. Wickersham, composed by Mr. Souders, and sung by a number of little girls:

Be welcome, Friend of Schools, to Learning's bowers;
Thrice welcome thou in Bethlehem!
Accept this little bunch of Autumn flowers,
Love's gift to thee, friend Wickersham!
Chorus: Now let us join to sing the songs of jubilee,
With merry hearts, in Education's bowers free;
In joyful strains, our minds and hearts united,
To Franklin School we welcome thee.

From beaming eyes and joyful hearts thy presence,
Within these halls of learning free,
Is hailed and cheered by thousand voices, singing
The welcome strain, "We welcome thee!" [*Chorus.*

And past this festive day of dedication
Of Franklin School to God and truth,
We'll yield to plastic hands of education—
To God and truth inscribe our youth. [*Chorus.*

"During the singing of this little song, one of the little girls—Miss Emily Baum—presented to Prof. Wickersham a most beautiful bouquet. The Professor most ardently appreciated this little token of the high esteem in which he is held by the girls and boys of Bethlehem, and expressed his intention to carry the bouquet with him to Harrisburg, and give it a prominent place in the rooms of the School Department in the State capitol."

At the close of the exercises, Superintendent Buehrle, of Allentown, who was present, pressed upon us, at the instance of his board, a carriage ride to that flourishing town, for the purpose of seeing *their* new $75,000 school house; but a dinner at Mr. Wolle's, and the pleasant society of the friends he had invited to dine with us, had stronger attractions, and compelled us to decline Mr. Buehrle's kind proposition. Allentown, however, will not be forgotten.

Home at Lancaster at 8 P. M., safe and sound, hoping that something had been done for a good cause by the work of this "week on duty."

CHICAGO.

We have received a letter from Messrs. ADAMS, BLACKMER & LYON, Publishers, Chicago, Ill., in substance, as follows:

"We are burned out, but not discouraged. Please state in the next issue of your SCHOOL JOURNAL, that we resume business at once. The December numbers of the *National Sunday-school Teacher*, the *Sunday-school Scholar*, and the *Little Folks* will be issued, and we

shall go on from that date. We are now manufacturing school records and blanks in adjoining cities, and soon shall be able to supply all orders. The more orders we have, the better. As part of our mailing list was burned, we wish our subscribers in Pennsylvania and elsewhere would inform us how many copies they received, and when their subscription expired."

We cheerfully give our Chicago friends the "helping hand" they ask for; but they must permit us to say of them, and of the other business men of their wonderful city, that they have shown a heroism in disaster, unparalleled in the history of the world. Such men cannot be conquered. There will soon rise on the spot now covered with smoking ruins, a new Chicago, more thrifty, more beautiful, more grand than the old.

WEST CHESTER.

OPENING OF THE NORMAL SCHOOL.

On Monday, the 25th of September, the new State Normal School at West Chester, was opened with appropriate ceremonies. The buildings are now entirely completed, and seem to give universal satisfaction. The amount expended in the purchase of ground and in the erection of the buildings, is $91,-007.29. This does not inc ude furnishing, but fortunately the Board of Trustees have money enough in hand to pay for what is needed, and this institution, unlike its sister schools, will not have to struggle for years under a heavy load of debt.

The ceremonies of the day were introduced by a collation served at 1 P. M. The invited guests numbered two hundred, and the furniture of the dining room and all its appointments are described by those present as being admirably adapted to the purpose for which it is designed.

Soon after dinner, the Faculty of the school, the students, the Board of Trustees, the invited guests and citizens, to the number of about a thousand, assembled in the chapel to witness the exercises attending the formal opening of the institution.

Upon the invitation of Rev. Wm. E. Moore, President of the Board of Trustees, Rev. John Bolton dedicated the building to God and the purposes of education, in a very impressive prayer.

Dr. Wilmer Worthington, Chairman of the Building Committee, gave an interesting sketch of the history of the enterprise. He said the Normal School grew out of a movement started by the trustees of the West Chester Academy, an institution which was founded in 1812, and at it were educated many of the leading citizens of Chester county. The trustees of the Academy had sold their buildings, and placed the proceeds, about $30,000, in the Normal School fund. He gave a full exhibit of the money received and expended by the committee, and closed by expressing the opinion, that in case the buildings should need to be enlarged, the same generous and public spirited liberality that had erected them would furnish means for the purpose.

Addresses were then made by Rev. Wm. E. Moore and Prof. E. H. Cook, the Principal, ex-Governor Pollock, Superintendents Eastburn, of Bucks, Baker, of Delaware, and Maris of Chester, and Prof. Edward Brooks, of Millersville, and the exercises closed with the benediction, pronounced by Rev. Mr. Trickett. Did our space permit, we would be glad to publish these addresses as they appear in the Chester county papers; but as best showing the principles according to which the school will be conducted, we cannot omit the following extracts from the admirable address of Rev. Wm. E Moore:

"And now, it may be proper in accepting this trust on behalf of the Normal School, briefly to state the plan on which it is proposed to administer it. We recognize the fact, that the Institution which begins its career to-day, is the successor not only of the property and the franchises of the West Chester Academy, but also of its responsibilities. The Institution founded sixty years ago by those now dead, has to-day but made a development. The bud has burst into bloom. The Academy was founded in the interests of liberal learning. There there were to be taught the classics and the sciences. There the youth of the community were to be fitted for college or for active life. We accept the trust, and by God's help will carry out the wise and liberal plans of the fathers. The Institution is also the beneficiary of the State, having received franchises and funds for the establishment of a course of normal training, which shall tell for the advancement of the common schools. Our field is, therefore, a broad one; our look-out is equally upon the humble school-house and upon the stately college. Our training is to fit our pupils to teach and to learn. Nor do we deem the one incompatible with the other. He only can teach who has learned; he only can be taught to teach who is taught to learn. We hold that the very best possible normal instruction is that which educates, trains, develops the mind, and so fits its subject in the best manner at once to teach what he does know and to learn more. Our aim is culture rather than knowledge—knowledge as a means of education, rather than knowledge as an end of education.

But now to this end we know no short cut—no royal road. We have no new theories to broach—no new plans to try. Flaming advertisements we have seen (for there are quacks in teaching as there are in medicine) of those who propose to impart an infinite of learning in an infinitesimal of time; a science in a fortnight; a tongue in a month; a whole encyclopedia in a two years' course.

We follow no such models; nor do we propose to startle you with something novel.

Recognizing at once the wisdom of the dead past, and the science of the living present, with profound faith in the future, it shall be our aim, by the help of God, to hold fast to the system of education which long centuries of experience has proven to be the most effective, while we avail ourselves of every discovery of modern science to fill up the store house fitted for its reception

With the consent, most freely given, of the Superintendent of Common Schools, Hon. J. P. Wickersham, we have made the study of the Latin for at least one year, obligatory on every candidate for a degree, even the lowest. We have done this for three reasons. First, it is among the best of all the instruments used by the teacher for training and cultivating the powers of the mind; for inducing accuracy of observation; for exercising the logical faculties by its inexorable demands for regimen and agreement; for cultivating the taste by its force and beauty of expression. Second, it is indispensable almost to any thorough and accurate knowledge of our own tongue, enabling the learner, in the thought of Bacon, to survey the science of his own language from the overlooking heights of another. Third, it is necessary to enable the pupil readily to acquire a knowledge of the sciences. The technology and the terminology of all modern science is founded on the ancient languages, both as furnishing the most convenient and philosophical system of terminology, and also an approximation to a universal scientific language. The youth who addresses himself to the study of any one of the sciences, and especially, the most modern and popular, without a knowledge of the meaning of the terms, and the principles on which they are formed, and the relations denoted by them, labors under an enormous and unnecessary disadvantage. A competent knowledge of the structure of the languages, from which mainly his terms are drawn, would furnish a key by which easily and intelligently he may unlock the mysteries of science.

With no blind devotion to the past, nor wedded to the classical languages for their own sake; but with a profound conviction of their surpassing value as an instrument in education, we propose to give to the classics their time-honored place, and by their aid, attempt the conquest of the accumulated stores of learning.

We propose thus, by the use of the languages, the mathematics and the sciences, to fit our pupils, and we believe in the best manner, for teaching in the common schools and making them the best; or for entering at once upon the active duties of life, or, for pursuing the higher courses of the classical and scientific colleges. Such is our aim, and by the help of God, we hope to realize it, and to keep pace with the rising demands of the age.

As one of the constellation of normal schools, twelve in number, by the aid of which the commonwealth proposes to advance the standard of education in her common schools; we recognize, gladly, our relation to the primary education of the people, and hope to be instrumental in making every school in this district a better school, by the influence direct and reflex of this institution."

BETHLEHEM.

THE DEDICATION OF A NEW SCHOOL HOUSE.

The dedicatory exercises connected with the opening of a new public school house in the borough of Bethlehem, called the Franklin, took place on Saturday, the 30th of September. The Bethlehem *Daily Times* contains a full report of the proceedings, and we compile from it the brief account which follows:

At 8 A. M. the pupils commenced to assemble at the old school house, and were formed in procession, to the number of 600, under their respective teachers. The procession was headed by the Board of Directors, accompanied by State Superintendent Wickersham, and marched through several of the principal streets. Upon arriving at the new building, they found a large audience in waiting. The best people of Bethlehem, in all the walks of life, were present, to give encouragement to the good work that had been done.

The building was profusely and very tastefully decorated with flags, flowers and evergreens. A large and imposing wreath of evergreens, depending in a double arch, festooned the main entrance of the building, and flags, large and small, floated gaily from over the doors and about the windows. Inside, there were garlands, wreaths, boquets, specimens of penmanship and drawing, and flags in rich profusion, all arranged by the skillful hands of the ladies connected with the school.

The music was very fine. The Liederkranz, of Bethlehem, under the leadership of Prof. Graber, sang a number of pieces, and a pleasing variety was added to the entertainment by Prof. Souders and his class of pupils, who sang remarkably well. Addresses were delivered by the President of the Board of Directors, Mr. Wolle, Gen. Selfridge, Rev. Isaac K. Loos, Rev. J. B. Rath, Dr. F. A. Fickardt, Bishop DeSchweinitz, and State Superintendent Wickersham. We have room only for the short address of President Wolle, and the beautiful form of dedication prepared and read by Rev. I. K. Loos, who is also a member of the Board.

ADDRESS OF MR. WOLLE.

The goal has been reached, and to-day we are met together to dedicate this beautiful building—one worthy the educational fame of our borough, and, methinks, just such a one as this school district is entitled to have; and, as President of the School board, I extend my congratulations to the former and present members of the Building Committee, and also congratulate the architect for the well designed and matured plan of construction. The committee had their heart in the work, and I feel, for one, that a great deal has been accomplished. We believe that in the course of time all will accept and approve of what has been done in consequence of the benefits accruing from it. The standard of the public school system of our country has happily advanced—and great credit is due to our very able and indomitable State Superintendent for the great and rapid progress made in this regard in our State—so that now the children of all classes share alike its advantages; and this spacious building, which we feel proud of, proves that Bethlehem has

determined to progress apace in the very laudable cause, as is evidenced in introducing all the improvements designed for the better comfort and accommodation of our children; and no one can in the future have an excuse for not obtaining a good education, if *parents* will only *do* their duty. We feel happy to see so many present with us this morning, and we have the good fortune to have such friends here to-day who can address you more satisfactorily than myself—to whom I now surrender the floor.

FORM OF DEDICATION.

"The Board of School Directors, now assembled with you, have, by the authority conferred upon them, erected this house for purposes of education, and desire that it be solemnly set apart to that object. They have given it the name of Franklin School-house; and by this title we do now set it apart and dedicate it to the cause of Common School Education, in the name of God the Father, the Son and the Holy Ghost. And may God's blessing descend from heaven upon all who labor and learn here Amen."

The house is built on a large lot, which is to be handsomely laid out and planted with trees, shrubbery and flowers. The grounds are enclosed with a neat and substantial iron fence.

The following is a brief description of the house:

Franklin Public School Building is two stories high, of cut stone, and covered with an improved French or mansard roof, and measures 66x84 feet, from out to out, with wings extending north and south, each 16x24 feet. The yard is 204x190 feet, and enclosed with a wire fence. The basement of the building is divided as follows: Two rooms for the janitor—size 14x18 feet, one at the north and the other at the south side. Four base burning heaters—two at the south-east side, and two at the north-east side of the cellar; a cistern under the east side of the building, 24x14 feet, to receive the water from the roof by a connecting spout; coal vault in the west side of the basement under the Centre street entrance. There are two large main entrances to the building, one from the west, facing Centre, the other on the east side, from the yard. Both stairways running through the centre of the building to the lecture room on the third floor. The first floor is divided off into 4 school rooms, each 28x31; 2 recitation rooms, each 14x10; and one recitation room, 14x20. The second floor contains 4 school rooms, each 28x31, and two large recitation rooms. On the third floor is the lecture room, 81x63 feet, with a platform extending the entire width of the room, and seats arranged in audience room style. This room is to be used for exercises in which the whole school will take part. A wardrobe is under each platform of the hall way, 4 on the north side of the hall, and 4 on the south side.

PITTSBURGH.

Pittsburgh dedicated, with appropriate ceremonies, her new high school building, on Friday, October 13th. The day was very beautiful, the arrangements made for the occasion were very complete, and everything passed off in the most satisfactory manner.

THE PROCESSION.

A procession, headed by a body of police, and formed of the Board of Control, the several Ward Boards, and the children of the public schools, with their teachers, started at 10 o'clock, and moved under the direction of Chief Marshal Ford, through some of the principal streets to the high school building. There were some five or six thousand children in line, bearing badges, and carrying flags and banners with appropriate mottoes. The procession was accompanied by seven bands of music. Many thousands of citizens, fathers and mothers of the children, crowded the streets and sidewalks, or looked proudly from doors or windows, as the procession passed. It was well said that the whole formed "one of the most cheering and beautiful spectacles which the city ever witnessed." When the procession reach d the high school building, the children were allowed to pass through it, and, then, marching out into the school grounds, they were dismissed, many of them, doubtless, with an increased ambition to enter the high school some day as students.

THE AFTERNOON MEETING.

At 2 P. M., the large assembly room of the high school was well filled with an intelligent audience, brought together to witness the dedicatory exercises. The pupils of the high school, some three hundred in number, occupied the galleries. On the platform sat the Board of Control, Ward Directors, speakers and prominent teachers and citizens. The hall was beautifully decorated with evergreens. Most excellent music was furnished by the Pittsburgh Quartette Club. Mr. Wilson, President of the Board of Control, presided. Rev. Mr. Montgomery offered prayer. Addresses were delivered by Messrs. Burtt, Moore, Dr. Jillson, the newly elected Principal of the school, Rev. Mr. Sands, Dr. Covert, and others.

EVENING EXERCISES.

The exercises were continued in the evening before a very large audience. Mr. Craig, of the Board of Control, introduced the several speakers. These were United States District Attorney Swope, State Superintendent Wickersham, President Colder, of the Agricultural College, and Messrs. Miller, Luckey, and

others. The addresses were attentively listened to, and frequently applauded, and were interspersed with very fine music by the club. The doxology was sung in conclusion.

THE BUILDING.

The High School building stands on Prospect Hill, and overlooks the busy city. The grounds are about a half an acre in size, and have been enclosed and artistically laid out, and they will be ornamented with trees, shrubbery and flowers. A large and beautiful fountain has been placed in the yard, near the entrance.

The building itself is very large and handsome. It cost $170,000, and it is only just to say that it has no equal, all things considered, in the State. On the first floor, there is a very handsome and well arranged room for the Board of Control; adjoining it, across the hall, are the rooms, fitted up with excellent taste, of the City Superintendent and the Secretary of the Board. The Janitor also has rooms on this floor. On the floors above are the recitation-rooms, the laboratory, the room for graphical exercises, the faculty-room, clothes-rooms, wash-rooms, &c. The Assembly Hall or Chapel occupies the upper story, and, including the galleries, will probably seat a thousand persons. The whole building is constructed in the best manner and is admirably arranged for the purpose. It is heated with steam, and well ventilated.

HISTORY OF THE SCHOOL.

The Pittsburgh High School was established in 1855. From the first the project of establishing such a school met with very determined and bitter opposition, which, though not strong enough to defeat it entirely, forced the school into some small, unsuitable rooms in Smithfield street, and limited the Faculty to two teachers, in addition to Professor McGowan, who was selected as the first principal. Prof. McGowan was succeeded by Prof. Philetus Dean, who labored very hard for years to make the school what it ought to be and to give it that place in public confidence which he felt it should occupy. Under his administration the school flourished, and, in 1868, it was moved to more commodious quarters in a building on Third street. In September, 1869, the corner stone of the new building on Prospect Hill, was laid, and now, amidst general rejoicing, school is opened in it. The school has had to fight a severe battle, but it has now won a proud victory. No institution in the whole community has a brighter future before it, and there can scarcely be a doubt that those who have built it up will make it a grand success.

PHILADELPHIA.

THE PHILADELPHIA INSTITUTE.

The Quarterly Meeting of the Teachers' Institute of Philadelphia was held on Thursday afternoon, September 14th, the session continuing for over three hours, with a large attendance of members. It will be seen by the following address, delivered by Mr. Frederick F. Christine, and by the accompanying preamble and resolutions, which were unanimously adopted, that measures have been inaugurated, even thus far in advance, to aid the Executive Committee of the State Teachers' Association in preparing for the next annual meeting to be held in Philadelphia. Mr. Christine said:

MR. PRESIDENT: It is probably known to the members of the Institute that the State Teachers' Association held its usual annual meeting at Williamsport, commencing on Tuesday morning, August 8th, and continuing until the succeeding Thursday afternoon. It may not, however, be generally known that very few of the teachers in the public schools of Philadelphia have, until the past couple of years, taken an interest in the meetings of the State Association, and that this inexcusable neglect has led many of the earnest and intelligent educators scattered throughout our commonwealth to form an injurious estimate of Philadelphia teachers.

The Pennsylvania State Teachers' Association has occupied so advanced a position upon all the educational issues of the past fifteen years, and it has been so instrumental in shaping and securing wise legislation in behalf of the public school interests of the whole State, that any lack of interest in its deliberations has been highly damaging to the reputation of a teacher, whether located in an obscure hamlet or village, or in so large and so intelligent a city as Philadelphia.

And thus it has happened, that, although the public schools of this city have enjoyed a deservedly good reputation, it has been a source of surprise to many, who have little or no acquaintance with Philadelphia teachers, that the schools can really be so excellent, when so little interest is exhibited by the teachers in the great educational questions of the day.

An effort was made last year, in some degree, to dispel this erroneous impression, by an unusually large attendance of Philadelphia teachers at the annual meeting of the State Association held at Lancaster. Little active participation in the deliberations took place, however, owing to a desire to study the workings of the Association before engaging in its debates.

This year the number in attendance from Philadelphia was unusually large, and a marked improvement in the activity of the delegation was observable.

An excellent report of the proceedings appears in the Pennsylvania SCHOOL JOURNAL for September, and I am confident it would well repay teachers who do not take that excellent periodical to procure this month's number, and carefully read its contents.

Those of us who were present at Williamsport, consider that the time has arrived when an annual meeting of the State Association ought to be held in Philadelphia, and, accordingly, we pressed the claims of our city so successfully as to have the vote decided in our favor.

It ought to be distinctly understood by the Philadelphia teachers, that the members of the State Association

bear their own expenses, but that local committees secure a reduction in hotel rates. The meeting will be held in August, the time of our vacation; but an occasion of so much interest and importance should secure, even at that time of year, a very large attendance of Philadelphia teachers. The State Association can, by its influence, materially aid us in many respects, and it will be a reflection upon the teachers in this city, if they do not secure, by their presence, an increased interest in the sessions of the next annual meeting of the State Association.

Each member from our city was highly delighted with the meeting at Williamsport, and, I am sure, we were all greatly benefitted by its deliberations.

The Executive Committee desire to make the annual meeting to be held in Philadelphia the grandest and the most successful in the history of the State Association. Will you, my fellow-teachers, contribute something toward so desirable a result? It has occurred to me that the Executive Committee of the State Association will be greatly encouraged in their efforts for the next annual meeting, if they can have the assurance that the action of the annual meeting in selecting Philadelphia as the location for the next annual gathering, was cheerfully, enthusiastically and fully indorsed by the teachers in the public schools of Philadelphia.

Measures will be inaugurated by the Board of Managers of the Institute, and also in the Board of Education, and in Councils, whereby it is hoped the comfort and convenience of the members of the State Association will be secured. But these are not alone desirable. What will be most needed can be best supplied by the active sympathy and the hearty co-operation of the teachers of this city. These assured, all other wants will be amply met.

A majority of the members of the Executive Committee of the State Association have expressed a desire that at their meeting for arranging the programme for the annual meeting which will occur at Harrisburg in December next, a committee of teachers from Philadelphia shall meet them for conference. It is highly important that this committee shall be appointed to aid the Executive Committee in securing a hall, effecting a reduction in hotel rates, and in all other matters properly falling to the care and courtesy of a local committee.

I now desire to offer the following preamble and resolutions:

WHEREAS, The Pennsylvania State Teachers' Association has selected Philadelphia as the location for the annual meeting, to be held in August, 1872; and

WHEREAS, The belief is entertained that an assurance of the great satisfaction with which the teachers in the public schools of Philadelphia have hailed the selection of their city for the next annual gathering of the State Association may be a source of gratification to the members of the State Association generally, but especially that such an expression of sentiment may be an assurance to the Executive Committee that their efforts in behalf of the next annual meeting will be properly supported by the teachers of Philadelphia, therefore,

Resolved, That the Teachers' Institute of Philadelphia indorse with great satisfaction the action of the State Teachers' Association in selecting Philadelphia for its next annual meeting.

Resolved, That this Institute will cheerfully and promptly co-operate with the Executive Committee of the State Association in every effort to secure the comfort, pleasure and profit of the members of the Association during their sojourn in Philadelphia.

Resolved, That to secure for the above named committee the full co-operation of this Institute, and of such teachers in Philadelphia and vicinity as may not be amongst its members, as well as the friends of school in all the walks of life, a committee of five be appointed to proceed to Harrisburg in December next, to confer with the Executive Committee of the State Association, and report the result of their deliberations to the annual meeting of the Institute in February next.

Resolved, That a similar committee be appointed to secure through the Board of Education an appropriation from Councils to defray the necessary expenses of the next annual meeting of the State Teachers' Association.

The preamble and resolutions having been unanimously adopted, the President appointed as the committee to confer with the Executive Committee of the State Association, Frederick F. Christine, George W. Schock, James C. Sickel, Edward Gideon and Edgar A. Singer,

A meeting has since been held, and, on motion of Mr. Christine, the chairmanship of the committee has been conferred upon Mr. James C. Sickel.

MEETING IN OCTOBER.

The first meeting of the Institute for the month of October was held on Friday evening, October 6th, in the Central high school, and notwithstanding the unpleasant weather, it was largely attended.

The exercises of the evening were as follows:

An essay on "Our Institute," by Mr. E. A. Singer, in which he gave an outline of the past history of the Institute and sketched a plan for its wider usefulness.

Mr. Watson read an essay by "a lady," entitled "Ariadne." The reading of this essay was followed by a very spirited debate on the "Co-education of the Sexes." The affirmative was maintained by Prof. Corliss, and Messrs. Christine and Parker, and the negative, Mr. Stout and Prof. Stuart.

The exercises throughout were interspersed with very fine music, both vocal and instrumental.

EXCURSION TO THE PARK.

The readers of the JOURNAL will remember our account one year ago of "60,000 children at play." Philadelphia has repeated the experiment. On Friday, September 29th, all her public schools were closed, and the children enjoyed a grand holiday. It is said that the children and their friends who spent the day in the Park, numbered full 80,000. The following communication giving some of the details of the excursion, and mildly criticising its management, is from the pen of a gentleman prominently connected with the Philadelphia schools.

On Friday, Sept. 29, the annual excursion of the school children of Philadelphia to the Park took place. This was the third. The first was a "nutting" frolic. Last year there was no crop of nuts, but the excursion still bore the name; this year a few were obtained.

The trip had been arranged for Friday, the 15th, two weeks earlier, or in case of bad weather, for the following Monday. Friday was a very wet day, and postponement was inevitable. On Saturday a notice appeared in the newspapers, deferring the excursion until the 29th. Many children and parents, not seeing the notice, and not hearing from their teachers because Saturday is a *dies non*, went on Monday.

The day finally fixed was not very fine; a cold northwest wind was blowing, with passing clouds, but there was no need for further postponement, and large numbers of children, with parents and friends, were on the ground. Probably one-third to one-half of the 85,000 pupils of the public schools were on the ground, at Sweet Brier, George's Hill, Landsdown Valley, Chamouni, and Belmont. Bands of music were stationed at George's Hill and at Belmont; both at the latter place after 3 p. m. Of course, the interest centred there. In the afternoon, many came in carriages, in addition to the usual hundreds of vehicles, making a lively scene at the favorite resorts.

Although it was a pleasant day for many, it was not well managed, or, more correctly, it was not managed at all. A committee of the Board of Public Education were appointed before the vacation, and it arranged, as before, for the Reading and Pennsylvania railroads to take all comers at ten cents for the excursion. The announcements were insufficient, and, being advertised, were not seen by many. The Sectional Boards of Directors were not brought into the movement, as two years ago, and they took little or no interest. The schools are so separated in interest, that there was no common action, and teachers generally avoided organizing their schools for the trip, and going with their pupils.

The curse of Philadelphia schools—division and subdivision in governing powers—showed itself in this as in more serious matters.

For large portions of the city, the railroad depots were so distant as to need a long walk through the streets, or one or *two* rides in the street cars, in going to and returning from them. An addition of 28 cents for an adult, or 16 cents for a child, to the 10 cents by railroad, makes the cost of transportation too great.

It is to be hoped that the next time all may be concentrated at one point, say in the East Park, near enough to be reached from the street cars, thus costing children and adults respectively but 8 cents and 14 cents for both ways, from even the extreme southeastern part of the city.

PENMANSHIP.

The offer of a handsome gold medal, which was made a year ago by Prof. Montgomery for best results in penmanship, was the means of awakening increased interest in the branch. The recipient of the medal is a master Leitenberger, aged 13 years, of Mahanoy City, Schuylkill county. The results from this offer have been so satisfactory, that a similar gold medal will be awarded to that pupil who will make the greatest improvement during the present year. Let the teachers of a county take a specimen of each pupil's penmanship at the commencement of the school term, and another at the close of it. The specimens should have upon them the date, name, and age of the pupil. Each teacher will forward the best to a committee in the county, who will examine all specimens, transmitting those which indicate the most satisfactory results to Prof. M. All specimens should be forwarded to him by April 1st, 1872 Every county in the State should take advantage of this offer, and use it to stimulate its pupils to take still greater interest in the subject of penmanship.

Millersville, Oct., 5th, 1871.

In connection with the above, we copy the following from the *Mahanoy Gazette* of the 30th ult:

THE MEDAL PRESENTATION.—The Montgomery Prize Medal was presented to Master Charles H. Leitenberger, by Mr. Jesse Newlin, County Superintendent, at Mr. O. C. Tiffany's school-room, on Spruce street, on Wednesday afternoon last. Among the many good things said by Mr. Newlin on this happy occasion, he remarked that it afforded him a great deal of pleasure to perform the pleasant duty of making this presentation; that he hoped the recipient's success in obtaining this beautiful and valuable medal would serve as an incentive to still greater exertions in the future; that it was an honor alike to him, his teacher, to Mahanoy City, and Schuylkill county; and that we all, no doubt, felt a peculiar pride that a pupil of Schuylkill county had won the prize contended for by over a thousand pupils in this State. He stated that Prof. Montgomery proposes to present a similar medal to the pupil making the greatest improvement in penmanship during the coming winter; and that pupils in other parts of the county, encouraged by the success of Master Leitenberger, were already preparing to compete for the next prize.

The medal was received on behalf of Master Leitenberger by his teacher, Mr. O. C. Tiffany, in a few appropriate remarks. He said, that, on behalf of the recipient, he wished to return his sincere and heartfelt thanks to Prof. Montgomery for this beautiful prize, and that he should ever cherish the giver in his most sacred remembrance. He remarked that while Master Charles had been successful in winning this valuable medal, it had not been obtained without an effort on his part, for he had labored faithfully both early and late, and he now had the proud satisfaction of knowing that his labors have not been in vain. Mr. T. took occassion to say, in conclusion, that several of his pupils, encouraged by the success of one of their number in obtaining this prize, intend to enter the list of competitors for the next one, ever remembering that "labor conquers everything."

The medal is of solid gold, and contains the following inscription: "To Charles H. Leitenberger, Schuylkill county, for the best penmanship" On the reverse side, "Presented by J. V. Montgomery, Millersville, Pa.

LIFE AMONG THE SCHOOLS.

YORK.—The board of directors of the borough of York, have just issued their report for the past year. It is well prepared and neatly printed. It contains the names of the officers and members of the board of directors; a list of "special visitors," a new and admirable feature in our school affairs; the board of instructors, including superintendent and teach-

ers; the report of the borough superintendent, Wm. H. Shelley; the graded course of study adopted for the schools, and the school regulations, in which are defined the order of proceedings by the board, and the duties of the superintendent, teachers and pupils.

The course of study adopted is one of the best that we have seen.

We make the following extracts from the terse report of Superintendent Shelley:

During the year seventy-one pupils, having successfully passed the required examinations, were admitted to the high school. Several of these remained but a short time and a few others, by reason of sickness, withdrew before the close of the year. The average attendance was 93 per cent., showing commendable interest in the pupils, and the year closed with 57 on the roll. All of these were examined on the first year's studies, and many of them advanced to the second year. These examinations were attended by many patrons and friends, who showed their appreciation of the work accomplished, by their marked attention throughout. As to all the public exercises, we are willing that those who attended should pronounce their judgment upon the merits of the performances.

The philosophical apparatus and the books furnished for the library during the year have been carefully used, and are in a good state of preservation. There is need of an increase in philosophical and chemical apparatus during the coming year, and it is to be hoped that the liberality of the board will be yet further extended until means shall be provided fully to illustrate the natural sciences, and thus render the study of them doubly interesting and attractive to the students.

A nucleus of a good mineralogical cabinet is already on hand. Many valuable specimens have been contributed by friends of the school, to whom, in behalf of the enterprise, we tender our thanks. Some rare botanical specimens have also been donated. These gifts are carefully preserved in cases provided for the purpose. After more commodious rooms are obtained a department of Natural History will be organized which will contribute additional interest to the school.

Cameron County.—Superintendent Johnson has been again at work, holding "mass" educational meetings, in different parts of his plucky little county.

Here is what a Cameron county paper says of them and him:

The series of educational meetings recently held throughout the county, under the superintendence of our worthy and energetic superintendent, J. B. Johnson, Esq., are reported to have been remarkably successful. Professor Shumaker, who spoke and sang at each of them, seems to have taken his hearers' hearts and heads by storm, as we hear him spoken of in the highest terms by everybody who had the pleasure of hearing him.

Previous to the election of Supt. Johnson to that office, we had but very few lectures or educational meetings of any kind in the county; our people were nearly deprived of all intellectual food, except what they could get from books, magazines and papers; but since he assumed the duties of the office, he has provided them with a long series of entertainments by the most eminent lecturers, elocutionists, &c, among whose names we notice those of Prof. F. A. Allen, J. A. Cooper, J. V. Montgomery, J. H. Shumaker, C. W. Sanders, W. W. Woodruff, H. S. Jones, J. G. Townsend, H. Houck, Hon. J. P. Wickersham, Hon. C. R. Coburn, A. H. Chase, Esq, Wm. M. Breslin, Esq., Mrs. Anna T. Randall, all of whom were brought here at great trouble and expense by Mr. Johnson, for the sole purpose of creating an interest among the people in educational matters, and we are pleased to see that he has been well repaid for his trouble. The people have become awakened to the importance of improvement in the district schools throughout the county; the best teachers are sought after, higher wages are paid, school houses are improved and made pleasanter and more attractive, and modern improvements in the methods of teaching are adopted. In a very short time the beneficial results must be seen and acknowledged by all, for the scholars cannot but improve under such an improved state of affairs, both morally and intellectually.

Blossburg.—Mr. H. M. Beeles, Principal of the public schools of Blossburg, Tioga county, seems to be doing a good work. He writes us that a year ago, "There was no pupil in the schools, who could perform correctly all the operations in fractions, and not more than *six* out of three hundred who could read well enough to be in a class higher than an ordinary Third Reader; that grammar was not studied to any extent in the schools, and that physical geography, history, physiology or philosophy were not studied at all."

Six months ago, Mr. Beeles, with the consent of the directors, graded the school, introduced new studies and new rules, and is now making fair headway. He has secured, in good degree, the co-operation of parents, and persons are beginning to send to the school who previously thought it not worth patronizing, and sent their children away from home to school.

If a good school can be built up in a mining town like Blossburg, the same can be done in all localities.

Personal.

Mr. A. F. Hostetter, lately Principal of the High School at Millersburg, Dauphin county, has been elected Principal of the High School of Altoona. Salary $1,000. Mr. Hostetter is a graduate of the Normal School at Millersville.

Prof. B. C. Jillson has been elected Principal of the High School at Pittsburgh, left vacant by the death of Prof. Dean, at a salary of $2,500 per annum.

The Professorship of Mathematics at Mansfield Normal School, left vacant by the recent death of Prof. Jones, is temporarily filled by Mr. F. M. Smith, a graduate of the class of 1871.

Mrs. Maria J. Swart, of Bradford county, now fills the position of Preceptress at Mansfield.

Prof. H. D. Walker has been elected Principal of Madison Academy which is to be re-opened as the "Waverly Normal School."

Correction.—Samuel *Breck* (not Buck) of Philadelphia, was the person mentioned by Mr. Hickok, at Williamsport (see September number, page 75) as one of the fathers of our common-school system.

OUR SUBSCRIPTION LIST.

We have received a goodly number of new subscribers recently, and the renewals of those whose term of subscription is expiring, are highly gratifying. Directors, also, are subscribing freely. Our readers will please bear in mind that, as stated in the prospectus found elsewhere, subscriptions may date from July, October, January, or April, as desired; also, that the Journal is always discontinued when the time for which it has been paid has expired. Our thanks are due to County Superintendent E. J. Young, of Lehigh, for a handsome list of *sixty-eight* names; as well as to County Superintendents Wm. Moyer, of Snyder, Wm. C. Tilden, of Susquehanna, Wm. A. Lindsey, of Cumberland, J. B. Holland, of Blair, Jas. A Lowry, of Jefferson, Samuel Gelwix, of Franklin, Geo. W. Lloyd, of Juniata, H. B. Eastburn, of Bucks, D. F. Tussey, of Huntingdon, and others, for generous additions to our mailing lists. We welcome gladly old friends and new—but, as is natural, the *old* have our warmest greeting.

CENTRE COUNTY TO THE FRONT.

Last month we acknowledged the receipt of a list of Fifty-six names from County Superintendent R. M. Magee, of Centre County. We take pleasure in crediting Mr. M. with an additional list of Seventy-eight names mailed us October 26th, with the remark that the number of subscribers can still be increased in his county. He says, "The names found herewith have been taken at my examinations which closed yesterday. I wish every teacher to become a subscriber who has not by other means the regular reading of The Journal. With us, teachers who do not read educational periodicals, are regarded as lacking in professional zeal. I am happy to be able to state that our teachers are, generally, prepared for considerable advancement in the standard of education. Teaching here is regarded as a science, and the day is past when any one, without special preparation, is considered fit to teach. I have adhered to the 'topical' plan, practiced for a number of years at my examinations, and find our teachers gradually becoming able to present subjects in a form properly classified and arranged for discussion. The supply of *good* teachers will again, however, fall short of the demand. The time for the general opening of our schools is at hand, and not all, as yet, supplied with teachers. The following districts have already opened their schools: Bellefonte, Philipsburg, Milesburg, Walker, Taylor, Farmer's Mills. I trust I shall be able to send you another list of subscribers ere long, for I intend to make an earnest effort to get all our directors also to take it."

MARRIED.

Superintendent Shelley, of York borough, Superintendent Lehman, of Lebanon, and Chief Clerk Paul, of the Orphan School Department, have all been married within the last month, thus *doubling* the usefulness of previously efficient officers.

Official Department.

Department of Common Schools,
Harrisburg, November, 1871.

PERMANENT CERTIFICATES GRANTED.

No.	Names.	Residence.
806	Hannah Mahaffey.....	Jersey Shore, Lycoming co.
807	Rebecca E. Kremer...	Lebanon, Lebanon "
808	Christiana Johnston...	Candor, Washington "
809	G. D. W. Layton.....	Dingmans, Pike "
810	James T. Stam.....	Womelsdorf, Berks "

TO SUPERINTENDENTS.

Superintendents will not be surprised to find their reports, as printed in the Annual Report of this Department, shortened, and, perhaps, marred thereby, when they remember that the limits prescribed for their reports this year, and the announcement published in the official department of the School Journal was *five* pages.

If Superintendents will send in their Institute reports promptly, they will be noticed in this department of the Journal. A page or more of space will be devoted to that object during the campaign.

INSTITUTE INSTRUCTORS.

Edwin J. Houston, Professor of Physical Geography and Physics in the Boys' Central High School of Philadelphia, is prepared with suitable apparatus to deliver, during the Christmas holidays, a few brilliantly illustrated lectures before County Teachers' Institutes.

Rev. Joseph Waugh, of the Hollidaysburg Seminary, will make a limited number of engagements to give instruction at Institutes.

Prof. N. C. Sheaffer, Acting Principal, and several members of the faculty of the Kutztown State Normal School, are willing to give

instruction at Institutes, in the vicinity of the institution. This shows the right spirit. Kutztown is again fully alive.

INSTITUTES.

Clearfield,	Clearfield,	Oct. 23.
Delaware,	Media,	" 23.
Bucks,	Doylestown,	" 23.
Crawford,	Hydetown,	" 23.
Mercer,	Greenville,	" 23.
Lawrence,	New Castle,	" 30.
Chester,	West Chester,	" 30.
Cumberland,	Carlisle,	" 30.
Butler,	Butler,	" 30.
Wyoming,	Tunkhannock,	" 30.
Clarion,	Clarion,	Nov. 6.
Jefferson,	Brookville,	" 6.
Montgomery,	Norristown,	" 6.
Berks,	Reading,	" 6.
Erie	North-East,	" 6.
Venango,	Rouseville,	" 6.
Schuylkill,	Tamaqua,	" 7.
Lancaster,	Lancaster,	" 13.
Wayne,	Honesdale,	" 20.
Carbon,	Mauch Chunk,	" 27.
Franklin,	Chambersburg,	" 27.
Mifflin,	Lewistown,	" 27.
Cameron,	Emporium,	" 28.
Lycoming,	Hughesville,	Dec. 18.
Greene,	Waynesburg,	" 25.
Perry,	New Bloomfield,	" 25.
Snyder,	Selins Grove,	" 26.
Northampton,	Bethlehem,	" 26.
Armstrong,	Kittanning,	Jan. 1, 1872

NOTES OF THE INSTITUTE CAMPAIGN.

Institutes have been held in a number of counties, but we have received official reports from but two, McKean and Susquehanna. If the reports shall be sent in promptly, it is our purpose to notice all as held.

McKean.—The first Institute for the current year was held in Smethport, McKean County, August 22d. We make the following extracts from the Superintendent's report: The whole number of teachers in attendance, fifty-three; and the largest number of spectators present at one time, two hundred. The instructors and lecturers were Prof. F. A. Allen, Rev. C. Cornforth, and Mr. H. F. Barbour.

Susquehanna.—Superintendent Tilden, of Susquehanna county, reports the following items concerning his Institute: The meeting was held at Susquehanna Depot, and was attended by one hundred and six teachers, and one hundred and fifty spectators. The principal work was done by Prof. F. A. Allen, W. N. Hull, and the County Superintendent. An essay on School Apparatus was read by Miss Ellen E. Webb.

THE RIGHT TO BORROW MONEY.

The late Legislature authorized the following school districts to borrow money, for the purpose of building school-houses, in sums as given below:

Eighth Ward, city of Allegheny	$30,000
Sixth " " "	20,000
Third " " "	60,000
Altoona city	50,000
Bellefonte boro', Centre co	20,000
Bethlehem boro', Northampton co	30,000
Centreville, Crawford co	1,500
East Brady boro', Clarion co	5,000
Frankfort Springs boro', Beaver co	2,000
Franklin city, Venango co	40,000
Gibsonburg boro', Luzerne co	10,000
Harrisburg city, Dauphin co	50,000
Hyde Park city, Luzerne co	8,000
Irwin boro', Westmoreland co	13,000
Knoxville boro', Tioga co	3,000
Lebanon boro', Lebanon co	20,000
Ligonier township, Westmoreland co	700
Madison township, Luzerne co	3,000
Mahanoy city, Schuylkill co	15,000
Millersburg boro', Dauphin co	10,000
Mount Morris (Ind.), Greene co	2,000
Mount Union boro', Huntingdon co	3,000
Mount Washington boro', Allegheny co	10,000
Neville township, Allegheny co	1,000
New Galilee boro', Beaver co	1,500
Newtown boro,' Bucks county	5,000
Liberty district, city of Pittsburgh	50,000
Peebles sub-district, city of Pittsburgh	28,000
Springfield district, city of Pittsburgh	50,000
Pittston boro', Luzerne co	5,000
Plains township, Luzerne co	10,000
Plymouth boro', Luzerne co	5,000
Porter township, Schuylkill co	4,000
Ross township, Allegheny co	3,000
Salem township, Luzerne co	6,000
Sheakleyville (Ind.), Mercer co	5,000
Shenandoah boro', Schuylkill co	15,000
Smithfield township, Bradford co	3,000
Madison township, Luzerne co	3,000
South Pittsburgh boro' Allegheny co	30,000
Springville boro', Chester co	10,000
Strasburg boro', Lancaster co	1,500
Titusville city, Crawford co	15,000
Union township, Allegheny co	10,000
West Indiana boro', Indiana co	7,000
West Nicholson (Ind.), Wyoming co	1,500
Wilmington township, Lawrence co	2,000
Easton boro', Northampton co	100,000
Long Beach (Ind.), Lycoming co	1,000
St. Clair boro', Schuylkill co	10,000
	$788,700

STATISTICAL TABLE.

The statistical table, presented herewith, is made up from the monthly reports of the county, city and borough superintendents, and presents in a compact form the work done by these officers. The attention of directors and citizens is respectfully called to it. They can scarcely fail to find it of interest.

STATISTICAL TABLE made up from the Monthly Reports of County Superintendents, for the year ending J

COUNTIES.	Whole No. of public examinations	Whole No. of private examinations	Whole No. of male teachers examined	Whole No. of female teachers examined	Whole No. examined who never taught	Whole No. of males rejected	Whole No. of females rejected	Whole No. of provisional certificates issued	Whole No. of professional certificates issued	Whole No. of certificates annulled	Whole No. of visits to schools	Average time spent at each	Whole No. of directors accompanying	Whole No. of institutes attended	Whole No. of educational meetings attended	Whole No. of days spent in official duties
Adams	29	22	118	84	62	19	13	173	31	15	174	1.56	48	5	19	159
Allegheny	85	2	128	644	254	61	302	409	24		571	1.37	138	15	8	286
Allentown City	3	4	12	47	11		5	54			495	1.24	92	15		240
Altoona City	2	5	6	45	10			51	1		368	1.54	24	17	1	246
Armstrong	22	4	154	150	99	31	26	246	6		148	1.15	51	5	1	142
Beaver	26		92	164	57	18	29	202	7	1	287	2.	118	4	24	262
Bedford	26	3	118	76	57	14	6	187			247	1.35	66	12	28	268
Berks	50	18	481	138	164	93	3	508	29		555	1.	38	13	32	207
Blair	19	10	113	68	42	10	5	168	5		204	2.06	84	5	6	241
Bradford	38	9	168	484	201	39	144	460	14		325	1.15	31	3	7	229
Bucks	51	13	206	179	106	38	22	325	6	1	290	2.13	79	13	2	255
Butler	42	3	141	199	69	21	56	267	9		250	1.30	69	6	1	239
Cambria	35	15	95	148	44	17	21	196	11		184	1.07	44	1	1	174
Cameron	5	8	9	16	4	2	3	16			107	2.	5	5	7	225
Carbon	18	8	65	66	29	7	12	112	1		273	1.30	21	11	11	243
Centre	30	5	133	89	47	9	9	264	12	2	294	2.13	107	2	28	303
Chester	46		97	347	123	15	76	847	58	1	348	1.16	86	11	6	308
Chester City	3	5	1	34	8		4	31			571	.06		20		32
Clarion	31		117	80	57	9	5	183	3	2	209	1.56	64	4	16	207
Clearfield	23	13	73	71	27	9	9	145			178	3.	99	2	1	280
Clinton	19	10	69	61	34	3	5	120	5		166	1.44	25	4	5	201
Columbia	27	44	123	114	62	7	11	217	6		181	1.30	25	2	3	220
Crawford	52	2	223	607	303	56	168	591	15	1	313	.50	37	6	9	272
Cumberland	33	21	225	133	63	26	7	316	31	1	313	2.	112	4	6	244
Dauphin	24	6	232	42	24	45	2	228			77	2.22	50	3	7	168
Delaware	36	11	39	144	49	15	48	106	29		185	2.43	61	12	6	271
Easton Boro'	2	5	10	30	9			39	1		175	2.28	1	14		208
Elk	11	2	13	29	6		1	36	3		69	2.	10	6	2	79
Erie	50	1	120	465	200	33	134	517	6	1	293	1.29	99	6	4	238
Erie City		3	1	2	1			3			233	.30	27	19	5	220
Fayette	29		190	79	26	9		258	3		61	1.40	4	1	2	196
Forest	16	6	12	35	13		3	43	1		70	2.42	15	1	1	231
Franklin	13	30	209	69	69	1		284	25		261	1.41	24	1	1	226
Fulton	13	7	63	28	30			91			37	1.42		1		165
Greene	21		148	91	86	4		239			196	1.30	26	16	16	253
Harrisburg	4	12	6	13	8	2	8	6	3		250	2.27	40	8		233
Huntingdon	34		175	81	66	15	3	232	4		224	1.40	28	6	5	214
Hyde Park		3	3	21	3			20	4		82	2.37	14	14	1	120
Indiana	29	3	185	173	73	57	53	245	4		138	1.	15	9	18	174
Jefferson	33	7	113	105	71	4	2	214	6		194	2.26	53	1	4	228
Juniata	17	2	78	49	35	7	6	114	2	1	182	2.15	59	4	4	178
Lancaster	54	5	350	348	151	32	22	649	6		491	1.22	191	2	27	286
Lawrence	22		87	129	64	13	20	180			229	1.27	62	1		181
Lebanon	17	2	174	25	46	21		174	12		406	1.20	54	4	5	249
Lehigh	42		223	27	55	40		202	24		262	1.12	49		8	241
Luzerne	60		136	369	137	24	30	437	11	1	402	1.	57	2	1	289
Lycoming	28	26	104	91	47	4	2	190	18		192	1.36	37	4	18	303
McKean	17	36	16	97	38		4	108	4		124	1.27	5	1		109
Meadville City	2	3	3	24	5	1	4	16	1	1	480	.30	12	20		240
Mercer	88	19	160	365	156	37	136	550	13		257	1.22	53	5	6	242
Mifflin	13	1	67	52	45	1		117	2		210	2.56	54	2	13	231
Monroe	16	26	100	21	16	1		119	2		127	1.06	21	1	1	98
Montgomery	36	10	202	142	71	32	13	298	2		237	1.06	13	2	3	120
Montour	14	1	30	38	27	2	1	65			224	1.24	56	2		12
Northampton	21	4	159	45	50	17		188	3		197	1.39	65	1	4	214
Northumberland	2	6	199	55	53	13	6	224	2		270	1.46	66	2	2	258
Perry	18		148	46	39	2	2	187			171	1.30	35	1	5	109
Pike	23	2	24	60	11			74	6		71	2.30	37	3	7	166
Pittsburgh City	11		24	208	142	9	105	120	39	1	177	1.32	9	2	9	305
Potter	35	22	26	139	50	1	12	148	16		224	1.44	19	1		211
Pottsville Boro'	3	3	8	38	6		3	38	3		722	1.17	348	18	4	202
Schuylkill	44	51	287	186	153	33	11	413	6		430	1.22	40	2	1	210
Scranton City	2	5		21	6		2	20	1		190	4.40	16	16		
Snyder	19		144	7	39	6		143	3		210	1.18	89	1	13	124
Somerset	12	4	178	53	84	7	4	216	6		193	1.06	16	2	7	106
Sullivan	9	5	26	55	29			78	3		100	1.	4	1	9	136
Susquehanna	37	8	95	370	156	6	21	449	2		325	1.26	36	5	2	245
Tioga	32		81	289	118	13	50	302	5	1	265	1.34	11	1	1	231
Union	11	4	38	25	12	1	2	61	5		133	2.25	29	1	2	152
Venango	41		105	198	62	22	48	23	1		312	1.41	18	8	1	223
Warren	29	10	41	173	88	1	20	185	3		287	1.24	19	10	9	224
Washington	37	13	176	285	136	20	39	367	50		217	1.21	60	9	5	293
Wayne	32	19	74	218	67	11	42	218	24		183	1.57	30	3	3	215
Westmoreland	29	1	148	184	161	44	38	331	21		334	1.33	140	12	10	222
Wilkesbarre	22	4	4	22	3			26			14	2.		12		92
Williamsport City	3	6	12	14	6	2	4	17	4		359	.26	27	26	2	161
Wyoming	19	37	41	191	9	2	1	213	15		136	.50	10	3	6	95
York	48		345	134	95	76	16	382	7	1	229	1.03	94	4	7	204
York Boro'		3	3		1			3			123	2.02	4	5		141
Totals	1913	668	8602	10279	5061	1190	1866	15 43	709	31	19292	1.38	3874	503	489	16135
Totals for 1870	1944	701	8307	10101	4874	884	1546	15 92	356	15	17358	1.35	3497	510	612	14878

For the sake of comparison, the totals for last year are given in connection with those of this year. In almost all respects, there is improvement, and we are safe in saying that more educational work has been done in Pennsylvania in the year 1871, than in any preceding year.

ITEMS FROM LATE REPORTS.

ADAMS.—By the 1st of October, 58 female and 61 male teachers were employed; the grade of these certificated this year is an improvement upon the preceding year. Nearly all the examinations have been attended by full boards of directors. They have also been largely attended by citizens. The County Superintendent publishes each week, in the county papers, a list of teachers elected, and other items of interest. 43 pupils were in attendance during the fall session of the Normal Institute. The examination at the close of the term continued through three days. Eleven new school houses have been erected.

BEAVER.—The directors of Greene township have completed two substantial school buildings. This district is making commendable progress in school matters.

BERKS.—The examinations of teachers were very well attended by directors. There is a very general improvement in the qualifications of teachers, especially in the Theory of Teaching. In some of the districts the directors have wisely determined to lengthen the school term.

BUCKS.—Upper Wakefield school board appointed September 16, as the time for holding an educational pic-nic and mass meeting. The design was to bring out the people of the district to witness exercises by the several schools, furnishing recreation to all parties, and stimulating public interest in educational work. As the day proved inclement, the attendance was not as large as had been expected. The schools were all present, however, and creditably rendered their respective parts. The board deserves thanks for setting an example which, properly followed, can be made to do much effective service. The Richland board has taken a step in the right direction by grading the salaries of teachers, and increasing the salary of the highest grade twenty per cent. over the amount paid heretofore. This subject is attracting much attention, and it is hoped will result, ere long, in a general advanced movement.

CAMBRIA.—The schools open for the present term under favorable auspices. A number of the districts have lengthened the school term, and in nearly all the districts the wages have advanced from five to ten dollars per month. It was found necessary to reject twenty-four per cent. of the applicants for certificates. Teachers are scarce.

CENTRE.—During the sessions of the County Normal School, educational meetings were held from one to three times a week, at which there were literary exercises of various kinds, talks on the educational topics of the day, etc. These meetings were well attended by the people for miles around, and have their influence all over the country. Since the close of the Normal School, September 21, the Superintendent has been engaged in holding teachers' examinations. None are licensed to teach who have not studied "Theory of Teaching," and who cannot undergo an examination on the same, and, as a general rule, none who have not professional interest enough to be friendly to all educational agencies, and are not readers of the *Journal*, and other educational periodicals.

CHESTER.—In many districts, directors find difficulty in securing good teachers, as the inducements held out in other places are so much greater. About a dozen of the very best teachers have left the county lately, because of better salaries and longer terms elsewhere. The directors of West Bradford have recently refurnished two of their school houses with good modern desks. The school board of London Grove are about to establish a graded school at East Grove. A night school has been opened at Penningtonville. Coatesville and Springville have each opened another primary school.

CLINTON.—In making his report for the month of August, Prof. A. D. Rowe, the County Superintendent, writes: "The present month closes my official connection with the public schools of the county, and it is with feelings of regret, in some respects, that I sever that connection. The kindness of our citizens and school officers, as well as of the officers of the School Department, has placed me under lasting obligations to all."

JEFFERSON.—Educational interests are advancing in this county in various ways. Twelve new school houses are being erected this season, to supply the place of as many old ones. Winslow district has increased the length of the school term, which was hitherto only four months to five months. We hope that others will follow the good example. Many of those intending to teach here, spent the summer in attending school. A greater number of well qualified teachers is needed. As far as examinations have been held, teachers are scarce. Salaries are advanced in some districts, and some are graded according to qualification as shown by the grade of certificate. It is hoped that all will adopt this method of grading salaries.

JUNIATA.—There is a very creditable improvement in the average grade of certificates over last year.

LAWRENCE.—Teachers' examinations were well attended by directors—in most districts the whole board was present A respectable number of citizens also attended, and a good degree of interest was manifested in the work. The board of directors of the Second Ward, New Castle, has opened a new school room for their advanced grade of pupils. This is intended to be a high school. An efficient teacher has been employed at $80 per month. Two new school houses are being built, one in Pulaski and the other in Wayne.

LEHIGH.—North Whitehall, the banner district in point of salary, has put up two new school houses, and furnished them with patent desks and slates for blackboard; and also taken out the old-fashioned desks in the Ironton school house, and refurnished it with patent desks. This is decidedly the foremost district in school matters. The salary paid this year is $48 per month; term six months. Lower Melford is building a house which is to be furnished with patent desks.

LYCOMING.—At the close of the County Normal School eighteen provisional and seven professional certificates were granted to teachers attending this school, the most of whom have engaged schools at salaries ranging from $5 to $10 per month more than will be paid to teachers who made no improvement during the summer.

NORTHAMPTON.—The districts with longest terms and highest salaries get the best teachers, while the remaining districts, as a rule, get those of inferior grade—the scum and refuse. Quite a number of rural graded schools have been established. Reuben Hellman, Esq., the faithful Secretary of the Moore township board, died very suddenly a short time since, and Cyrus F. Hellman, Esq, son of deceased, has been appointed to fill the vacancy.

PERRY.—The directors of Marysville are erecting another very good school building. It will be a credit to the school board as well as the borough.

POTTSVILLE.—Whole number in school, 1890; average, 1708; per cent., 90. Visits by Superintendent in the month of September, 120; by directors, 39. Fifty-two parents of pupils visited the schools, and the teachers paid 224 visits to parents.

SCRANTON.—Night schools have been established The directors are arranging for the erection of another and larger building to take the place of the three-story brick building lately destroyed by fire. One hundred and ninety-two pupils are attending the night schools.

SNYDER.—The Normal Institute closed its sessions September 27. Seventy-two members were in attendance, all of whom, with few exceptions, intend to teach. A large percentage of the teachers of the county receive the *School Journal*.

SUSQUEHANNA.—A great improvement is found in the neatness of school houses and scholars, and also in the order and success of the teachers.

VENANGO.—The new school house at Petroleum Centre is completed. It contains four rooms, designed for four grades.

WARREN.—The schools of Limestone townsh'p, six in number, held a celebration in the grove near the Averill school house. The exercises consisted of declamations, recitations, dialogues, singing, &c. Under a board of live directors, the schools of this district have made rapid progress. The new union school house in Warren is completed, It is an elegant building, costing some $30,000. The school opened on September 25. Prof. Hawker is principal. There are eight departments and ten teachers.

WAYNE.—The County Normal School opened September 4, under the principalship of the County Superintendent, assisted by Prof. G W. Butler and Miss Helen Miller. The attendance is the largest we have yet had, and the promise of usefulness is good.

WESTMORELAND.—The examinations of teachers were generally well attended. The citizens of Burrell township and Allegheny manifested unusual interest. The houses were crowded, and the very best attention given. The heart of the Superintendent was made glad, and teachers seemed to feel the importance of their mission. Good teachers are in demand, at advanced salaries. Commodious houses have been erected in several of the districts.

YORK BORO'.—Thirty-six pupils were admitted to the high school at the last examination. The attendance in all the schools is 1650. A monthly paper will be published by the high school, and the grammar schools, entitled, "Gleanings from the Schools."

MISCELLANY.

CHICAGO.—The newspapers have everywhere been filled with descriptions and details of the awful calamity that has came upon this great city of the West. On Sunday evening, October 8, a cow, in an up-town stable, kicked over a kerosene lamp, and, within thirty six hours, five square miles were covered with smoking ruins; 100,000 people were homeless; $150,000,000 worth of property had been utterly destroyed. Three months ago we called on an old friend, on La Salle street—Wm. A. Montgomery, of the firm of Wilson, Martin & Montgomery—whom we had not seen since school-boy days of fifteen years ago. He insisted upon showing us round, and we drove for some five or six hours upon the fine Nicholson pavements of what is now the burnt district. We cannot believe that all those massive structures of wood, and brick, and stone, and iron, have sunk, as it were, into the earth—that those splendid avenues are now a desolation. It does not seem possible that such quick and utter ruin could befal the city. We remember, however, that it stands upon the level shore of the lake, and that the wind blowing a gale at the time, drove the flames onward so furiously that the best engines in the world were contemptible in their feebleness, and the noblest efforts of thousands of men to fight back the fire-fiend were but the struggles of Lilliputians. A rolling sea of flame could not be stayed. The great fire in New York, in 1835, destroyed 648 houses; that in London in 1666, ravaged 648 acres; this has swept away nearly 12000 houses and covered 2500 acres with blackened ruins—destroying every bank, all the hotels, a dozen churches, every newspaper office, the post-office, the custom house, their noble court house (twenty years in building), the water-works, the gas-works, the rail-road depots, the wholesale stores, the grain elevators, the shipping at their docks—in fact everything in the heart of the city. But Chicago will build upon these ruins a grander city than that which has disappeared almost in a night, and ten years hence we will see that work accomplished.

IN Russia the number of letters sent in a year is not quite three to one hundred inhabitants, while in England the average is twenty to each person. In the United States the letters average seven to each inhabitant, a trifle over one-third as many as in Great Britain. This is owing to our vicious and burdensome postal system, and not to the lack of intelligence of our people, as might be argued. A good system, adapted to the wants of the country, would soon make the number of letters greater than in England, as we have more people who can read and write. The whole of Europe averages between five and six letters to each person; both Prussia and France averaging more than the United States, and even Spain half as many.

COMPULSORY EDUCATION.—Frederick II. decreed it for Prussia in 1763. In 1864, it was reported by an officer at Potsdam, that he had received in the space of twelve years but three soldiers who knew neither how to read nor write, and in the whole Prussian army only three soldiers in a hundred are entirely uneducated. In Saxony, there is not found in all the kingdom a single child who has not attended school. In Switzerland, education is obligatory except in four cantons. In the canton of Berne, education of both males and females is carried to the extent of knowing how to read, write a letter, prepare a report, and solve ordinary examples in arithmetic.

A School Superintendent—of *another* State, of course—lately examined fifteen applicants for teachers' certificates. He asked them: "Where is the Suez Canal, and what waters does it connect?" One of them answered, "On the Isthmus of Suez; Carribean sea and the Pacific ocean; another, "Between Africa and Asia; connects

Red Sea and Indian ocean;" a third, "Between Africa and Europe; connects the Mediterranean and Atlantic;" a fourth, "In Central America; Atlantic and Pacific ocean;" a fifth, "I never heard of such a place as that before;" a sixth, "In Africa; connects the Isthmus of Suez with the Atlantic ocean;" a seventh, "Between Italy and Africa; connects the Atlantic ocean and Mediterranean sea." Eighth, ninth and tenth made no answer. The replies of the other five are not reported. It is to be hoped that they were correct.

A LATE philosopher says: "If you should build schools without play-grounds, nobody would get beyond short division in a life-time." Not literally true, perhaps, but shadowing forth a great truth which school directors too often ignore. Give us good buildings well furnished, and large play-grounds.

TEACHER, do not imagine that your scholars will remember all that you say to them; nor yet be sure that they understand it all. Test their remembrance often by asking them questions on former lessons; and ascertain their understanding of what you are saying by having them re-state it to you. If they can give you an intelligent review of old lessons or new, they have learned something under your teaching. Judge then of your success as a teacher rather by what they say to you than by what you say to them.

HARD ON THE DOCTOR.—Dr. Felton was the president of a Southern college, who professed to be very grammatical in the use of his language, and, therefore, expected his pupils to be likewise. Playing cards was strictly forbidden on the school premises; but, as is often the case, this law was violated by the students without being detected. A number of freshmen collected together in the room of one of their number, and were enjoying a game of euchre, when a knock was heard at the door. "Who's there?" one exclaimed, "Me!" was the laconic reply. "Who's *me?*" "Professor Felton." "No you don't! Ha, ha, ha! Professor Felton wouldn't say '*me!*' He'd say, 'It is I, sir!'" The old Professor turned his back and went off, knowing that they had him there.

BOSTON now employs 4 head masters, at a salary of $4,000 each; 1 head-master, at a salary of $3,500; 41 masters, at $3,000; 39 sub-masters, at $2,400; 9 ushers, at $1,700; 1 female principal, at $1,700; 4 high-school head-assistants, at $1,500; 19 high-school assistants, at $1,000; 33 masters' assistants, at $900; 60 head assistants, at $800; 420 grammar school assistants, at $700; and 325 primary teachers, at $700. Also, special teachers in music, modern languages, sewing, etc. The salary of Mr. Philbrick, Superintendent of Public Schools, is $5,000.

THE Sandwich Islands were discovered by Captain Cook, in 1778. In 1820 the first missionaries arrived there from the United States. At that time the people were savages; the land was owned by a king and his chiefs, and the people were their slaves. In 1822 the Hawaiian language was reduced to writing, and there are now more than 400 schools and one college. More than one-third of the population can read, and nearly all the children attend school.

A YOUNG man who had spent a little of his time and a good deal of his father's money in fitting himself for the bar, was asked, after his examination, how he got on. "O, well," said he, "I answered one question right." "Ah, indeed!" said the old man with a look of satisfaction; "and what was that?" "They asked me what a *qui tam* action was." "That was a hard one. And you answered it correctly, did you?" "Yes; I told them I didn't know."

THE new school law of Ontario provides dwelling houses for teachers. Norway sets apart a small piece of land for the schoolmaster to cultivate; this in addition to his regular salary. At least one teacher in every district is provided with a dwelling house for himself and family, and land enough, at least, to pasture two cows, and to lay out a small garden.

THE Boston *Traveler* is of opinion that the recent discovery which has astonished Boston, that the chief cook at the Parker House gets more salary than the President of Harvard College, "only suggests that there are more men fitted for the presidential chair of colleges than there are capable of taking charge of the kitchen of a first-class hotel." The cook receives a salary of $4,000; the president, $3,200.

So dense is the smoke from the burning forests of Michigan and Wisconsin, which covers Lake Huron and Lake Superior, that the crack vessel of the upper lake-trade, on her last trip down, was fifteen hours in finding Marquette, after she was off that harbor, by clock and compass. So thick was the darkness occasioned by the smoke that the steamer's lamps were kept burning all day, the same as at night.

IT is estimated that during the last five centuries more than $250,000,000 worth of real estate has been washed away from the eastern coast of England by the encroachments of the sea. A number of villages and towns which used to be set down on the old maps have entirely disappeared.

HON. W. D. HENKLE has resigned the office of State Commissioner of Common Schools of Ohio, to resume the charge of the public schools of Salem, Ohio, at a salary of $2,500, being $500 more than the salary paid him by the State.

THE *Scientific American* says it is now impossible to construct a burglar-proof safe, for the thief, with his cylinders of compressed hydrogen and oxygen, can, in a few seconds, burn holes of any size in the hardest metal—his fire drill enabling him, in a few minutes, to work his way into the strongest safe that was ever constructed.

THE overseers of the charity fund of Amherst College, which now exceeds $70,000, voted unanimously, at a recent meeting, that any student who uses intoxicating drink as a beverage, or tobacco in any form, shall forfeit thereby the right of assistance from this fund.

MISS ELIZABETH PEABODY, not the least remarkable of that trio of sisters of which Mrs. Nathaniel Hawthorne and Mrs. Horace Mann were the other members, is consecrating her life to the noble work of introducing kindergarten instruction into America.

THE following rules for the government of children, which were first presented in one of Mr. Jacob Abbott's books, have been of great service to many successful teachers: "When you consent, consent cordially. When you refuse, refuse finally. When you punish, punish good-naturedly. Commend often. Never scold."

A NEWSPAPER is to be established in London to give information to persons contemplating emigrating to America. "Through tickets to go around the world" are for sale in London for $1,250.

THE time has come described by Tom Hood, when "Boughs are daily rifled by the gusty thieves, and the Book of Nature getteth short of leaves."

Happiness is a perfume that one cannot shed over another without a few drops falling on one's self.

The school teachers of Austria have recently held a congress at Linz, at which 2,000 attended.

Deep is the joy of social silence when we speak with the loved, but feel their presence.

THE

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DECEMBER, 1871.

A LESSON FOR PENNSYLVANIA.

DRAWING IN THE PUBLIC SCHOOLS OF MASSACHUSETTS.

AT its session of 1870, the Legislature of Massachusetts passed the following Act:

RELATING TO FREE INSTRUCTION IN DRAWING.

Be it enacted, &c., as follows:

SEC. 1. The first section of chapter thirty-eight of the General Statutes is hereby amended so as to include drawing in the branches of learning which are, by said section, required to be taught in the public schools.

SEC. 2. Any city or town may, and every city and town having more than ten thousand inhabitants shall, annually, make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee.

The Hon. Joseph White, Secretary of the Massachusetts Board of Education, in his late report uses the following language with reference to the reception of this law by the people and the good results it promises:

It gives me very great satisfaction to learn that the law has been cordially welcomed in nearly every section of the State. It evidently met a felt if not an acknowledged want. That portion of it, especially, which relates to the teaching of industrial drawing has called forth a degree of interest, not to say enthusiasm, altogether beyond my expectation. In many of the cities large classes have been formed, and are now instructed in evening schools composed of persons, mostly mechanics, of all ages from fifteen to fifty, and the progress of attainment has thus far given the highest satisfaction alike to the pupils and instructors, and fully justified the expenditures made.

Large classes have been formed in Springfield, Worcester, Boston, Cambridge, Charlestown, Salem, Taunton, New Bedford, and Fall River; and in other cities the matter has been favorably considered, and steps taken for the formation of classes during the present season. Correspondence has been had with the school committees of other places, but I am not informed in regard to the measures taken by them.

The numbers in attendance have been large, varying from one hundred and twenty to over four hundred. In many instances more persons applied for admission than the committee could accommodate with room, or furnish with competent instruction. Indeed, the small number of properly qualified instructors who can be obtained, is the most serious obstacle in the way of forming classes. If, however, the demand for such instruction shall continue, the pupils in our scientific schools will, I doubt not, make special efforts to qualify themselves, and there will soon be no lack of competent teachers.

Mr. White presents, also, a number of brief statements with reference to the utility of drawing as a branch of instruction, and the practicability and mode of its introduction into common schools. These are as applicable in Pennsylvania as in Massachusetts, and we invite the attention of teachers and school officers in our State to the lesson they impart. For the purpose of giving point to the statements, we print Mr. White's comments in connection with them, the whole of what follows being taken from his report:

In respect to the general introduction of drawing into the public schools, at an early stage of school life, Prof. Bail, in the *Connecticut School Journal*, thus speaks:

"Drawing, if properly taught, is in direct connection with the early observation and habits of the child, and aids to systematize the knowledge already gained. It should therefore always be taught in primary schools. With the exception of music, it is the least artificial of the studies in our public schools. It is a great advantage to young pupils if their teacher is able, by means of drawing, to delineate the form of common objects. Children feel an added interest and pleasure in anything they have seen drawn. It also incites them to try their powers of imitation. Drawing cultivates the eye, and, through the eye, the mind, in the memory of form; it assists the pupil to retain a clear perception of what he sees. It cannot be over-estimated when it is considered as an aid in the acquisition and investigation of the *natural sciences*. To the instructor it gives the power of illustration, which is often the only available means of transmitting his ideas."

Mr. Northrop, so long and so favorably known in Massachusetts, speaking on the same point, says:

"I can here allude to only one of the many aspects of the educational bearings of drawing. If, for example, on first entering the school, the a-b-c-darian begins to make the letters on the slate and blackboard, he thus not only learns the alphabet far more quickly, but from the outset trains the eye and the memory. This exercise charms the little learner, fixes his attention and keeps him busy. The child's first knowledge comes through the senses, and chiefly the sense of sight. The exactness of the knowledge and the vividness of the conceptions depend

on the distinctness of the perceptions. Nothing trains the perceptive powers so effectively as this art. To draw any object, one must examine it carefully as a whole in all its parts. Such clear and prolonged perceptions insure vivid conceptions and thus strengthen the memory. Drawing pleases as much as it profits. This taste, manifested even under school age, should be systematically trained from the start."

On this point, Henry C. Chamberlain, Esq , of Worcester, in a letter to the committee of the board, well says :

"I do not know how the advantages to the community of the contemplated instruction can be over-estimated. It would add variety and interest to school instruction, developing new and unsuspected talents in many a dull scholar, stimulating all his other faculties, and changing his wearisome and monotonous school-life into a daily delight. It would be one of the most important means of helping our people to acquire and maintain that supremacy in the industrial arts so greatly to be desired, by cultivating the eye and hand and developing the taste; thus enabling our artisans successfully to provide for that growing demand for beautiful forms in all industrial products which the increasing wealth of the community is creating. It would go far toward correcting that wretched taste (or want of it) in architecture which now disfigures our growing towns and cities with its hideous wooden splendors, and it would develop and foster a correct taste in painting and sculpture, in which we, as a people, are so lamentably deficient."

The value of a knowledge of mechanical drawing to the artisan himself, as an indispensable requisite of success, is clearly stated in the following language addressed to the secretary by Gen. John C. Paltrey, Superintendent of the Merrimac Manufacturing Company at Lowell, whose education at West Point, and successful experience in the United States service as constructing engineer, give great weight to his opinions:

"A knowledge of mechanical drawing is invaluable to all constructors, whether employers or employed, and of constant use in ordinary affairs. In all matters of construction, in the widest sense of the word, it takes the place of a knowledge of reading and writing in the other concerns of life, and is indispensable for giving and receiving intelligible ideas. A mechanic who is without it will almost always be subservient and inferior to one who has it, but is his inferior in all other respects. A man rarely becomes acompetent master-mechanic without some knowledge of it. It affords means of representing any combinations of forms with such accuracy and minuteness as to convey as clear an idea of the thing represented as the thing itself could, if present to the senses, and thereby saves the delay and expense of experimental or tentative constructions, and the inconvenience or impossibility of using the thing itself for explanation or examination. It is the only way of directing one's own or others' labor in construction exactly to any desired result."

Francis C. Lowell, Esq., and Rev Edward E. Hale, of Boston, to whom the State is chiefly indebted for originating the legislation in favor of drawing, thus speak of its relations to our industrial pursuits:

"It will be impossible for Massachusetts long to maintain any eminence in the higher manufactures if the great body of workmen of other countries are the superiors of our own in the arts of design, in the drafting of machinery, and in the habits of observation which spring from such accomplishments. It is already observed by manufacturers here, that for any processes which involve a knowledge of the arts of design, they are almost always obliged to engage Englishmen, Frenchmen, Belgians, Germans or Italians. The demand for such instruction on the part of our own people shows that they are themselves aware of its necessity, and unwilling to remain in the comparative inferiority to which our present system subjects them. The several classes maintained in this city are always full."

Governor English, of Connecticut, is well known as a successful builder as well as manufacturer. It is not so well known that the foundation of his success was laid in the knowledge of architectural drawing obtained while yet a youth, in an evening school. This circumstance gives peculiar emphasis to the following language addressed by him to the legislature :

"I desire to call your attention to one important branch of instruction, which, in my judgment, is greatly needed in our public schools This is free drawing, or instruction in such elementary rules of the art as may be imparted by teachers properly instructed in some uniform and practical system of mechanical and object drawing. Drawing of this description is now regularly and systematically taught in the public schools of New Haven and Hartford, and, I believe, with the happiest results. The object is not to make artists simply, but to make artisans—to turn out a better and more proficient class of scholars, with such skill in designing and drawing as shall aid them in their industrial pursuits, and more effectually advance the State in manufactures, inventions and the mechanic arts. The sagacity shown by the first Napoleon, in his order to make drawing a prominent study in the schools of France, has long since been acknowledged in the tribute which the world has paid to the people of that country for their decorative taste in the arts. Our own people are beginning to discover that their most profitable articles of manufacture are those which come from the hands of the thoroughly trained draughtsman and designer. The decree of Napoleon brought untold wealth to France, and instruction in drawing, when once successfully introduced into our public schools, will, I am confident, work equally salutary results in advancing the wealth and adding to the material resources of our State "

We have long been accustomed to attribute the inability of American manufacturers to compete successfully with those of Europe to the employment there of "pauper labor." The language of the last quotation, and of those which follow, points to another cause not so creditable to us, and suggests another remedy to which our political economists, no less than those who wield the manufacturing capital of the country, would do well to give earnest and timely heed.

Prof. Bail, in the *Connecticut School Journal*, says :

"We have arrived at a period in which skill and intelligence are essential to success in every productive industry. The uninstructed laborer must take his place with the 'hewers of wood and drawers of water,' and content himself with a menial station in life. The American artisan must be educated, or he will gradually descend to the most rudimentary labor. That nation will be richest that teaches its artisans to multiply, in the highest degree, the value of raw material. The manipulations of the educated artisan have multiplied the commercial worth of a piece of bone or ivory, until it was worth more than its weight in gold. It is safe to assert, that if the money that has been absorbed in the discussion of a protective tariff, had been spent in procuring suitable instruction for our people, the country would never have had cause to deplore cold furnaces and silent spindles; nor would our specie have been filtered away in exchange for foreign goods.

"After so many failures, the people have got to learn that an industry cannot be erected by a decree of Congress, however wise that decree may be. No prosperous industry can be established until the workmen are educated to the skilful prosecution of that industry.

We owe it to our artisans, no less than to our country, to establish a system of public instruction competent to make them more skilful than the workmen of other countries. A large majority of the sovereign people is composed of this class. In a country like ours, nourished and governed by the people, we may reasonably expect that the fullest provision will be made for the education of the artisans.

"As a starting point, we must have a thorough system of drawing in our schools. Not play drawing, nor fancy drawing, but a regularly organized system that is worthy of the recognition of our legislature."

James M. Barnard, Esq., of Boston, whose intelligent interest in all that pertains to the education of the people, and in this department of it in particular, is well known, in a letter addressed to the secretary of the board, thus speaks of the relations of drawing to our industrial arts, and to the development of a higher taste in the community:

"In my opinion, there is no greater deficiency in American education than the absence of all opportunities for æsthetic culture. The moral loss is immense, but, as your purpose is a practical one, I will not refer to that. Every member of your committee is aware that it is becoming more and more difficult to obtain workmen in this country capable of giving a high finish or satisfactory ornamentation to manufactures. But this high finish and ornamentation is more and more demanded.

"By a high prohibitive tariff we may succeed in shutting out the importation of such things, but such a measure can be only temporary; permanent safety requires that we shall so educate our people that they may compete with foreigners intrinsically. The introduction of mechanical drawing into our schools is one step in this direction. I have purposely used the phrase, one step, for it is my opinion that other means are essential. Instruction in mechanical drawing alone would not suffice to develop or to sustain the love of the beautiful in our people. Upon such a love, or abstract taste, great success in the practice of it must depend. This, I think, is to be acquired by accustoming our people, in early youth and through life, to the contemplation of the best works of human art, in school rooms, public museums, &c. Provision for these may be left to the social action of the people rather than to the legislature."

I have thus presented an array of testimonials from the highest sources to the value of "drawing as a branch of study," whether taught in the public or in special schools, which cannot fail to arrest the attention and command the assent of the most obstinate unbeliever.

It remains to inquire, is its general introduction into the public schools practicable? Can it be effected without the exclusion of some one of the branches which tradition and experience unite in pronouncing "fundamental," and that, too, at a cost not disproportionate to its comparative importance? To these, and all similar inquiries, I reply, unhesitatingly and confidently, Yes. And, as proof, I am happy in being able to point to large numbers of the best conducted schools in the Commonwealth, wherein drawing has found its true place, and is successfully taught with the precise results claimed for it in the foregoing pages.

I can also point to the fact that drawing, as I have said in another place, holds an important place in the systems of instruction in every nation of central and western Europe, and in some of them, as in Prussia, has done so for more than a hundred years. And, surely, there is nothing in the character and pursuits of our people, or in the structure of our society, to forbid its introduction here.

No more talent or skill is required to teach it than is needed in teaching the other common branches; and the same general principles apply.

In the primary schools, primary lessons are to be given—the simple elements, as points, lines, angles, and regular figures on a plain surface, requiring only the crayon and pencil. In the higher grades there will be a higher grade of instruction, for which the pupils will have been prepared; and in the technical schools, and in the special classes, the instruction will be adapted alike to the acquisitions already made, and to the varied occupations and tastes of the learners; precisely as in arithmetic, the child in the primary class is first made to comprehend the simple idea of number, as one and two, and passes upward by easy and regular steps, from simple combinations to the more complex, till he has become master of the science by whose aid he weighs the earth and measures the stars. In each the same law of growth is followed which obtains in the natural world, so beautifully used by the Great Teacher to symbolize that which also obtains in the spiritual: "First the blade, then the ear; after that, the full corn in the ear."

But, on this point, as on the previous one, I resort to testimony.

Ariel Parish, Esq., formerly a member of this board, and now Superintendent of Public Schools in New Haven, gives an account of the introduction of drawing into the schools under his charge, which I present as a practical method and easily adopted. In a letter to myself, in September last, he says:

"A little more than two years ago the board of education of this city voted to introduce drawing into the public schools. Very few of our teachers had any practical knowledge of the subject—scarcely any were competent to give even elementary instruction. At the request of the board, Prof. Bail gave a brief course of instruction to all our teachers in preparation for teaching the pupils of the schools.

"We have passed through what we regard as successful experience of two years, and find our teachers as capable of teaching drawing, as giving instruction in penmanship or arithmetic, when the same care is employed and the same interest and determination to secure success are felt by the teachers.

"We now have drawing taught to about 7,000 pupils, from the little a-b-c-darian up to the highest classes in the high school.

"I am glad to believe, from the evidence we have before us daily, that it is a practical thing to have drawing taught in all our schools, when the sentiment of the community shall demand it."

Agreeing with the method employed at New Haven is the plan recommended by Mr. Chamberlain, a part of whose communication I have already given:

"A well-organized system would contemplate a thorough course of instruction in drawing to all the pupils of the normal schools; but, as it would require time to bring about any practical results from this course, a more feasible plan would be to require the teachers in all the public schools to learn the art, both of drawing and of giving instruction, from some competent teacher to be provided by the towns, care being had that the elementary instruction should be based on correct principles of art, rather than that the teacher should be required to meet a high standard of proficiency in the art.

"If there should be a demand for his services, the instructor of the school teachers might also give instruction to such other learners as did not attend the public schools."

This is the plan adopted in Boston, and for several years in successful operation in the departments of music and elocution. It is simply the employment of special

teachers, not to give instruction to the pupils in the schools, but the regular teachers themselves, and to superintend their work. In this mode, at small cost, drawing can gradually be introduced into all the public schools. For, while to many towns it would be a serious burden to employ special teachers continuously, there are but few in which such teachers cannot be employed for brief periods to give the necessary instruction to the teachers in the processes of free hand drawing

Moreover, drawing is taught as a part of the regular course in the normal schools, and it is the purpose of the board that it shall be systematically pursued, to such an extent that no pupil be allowed to graduate who shall not be competent to teach whatever is desirable to be taught in the common schools. These graduates are widely scattered, and in whatever town any one of them is found, it will not be difficult for the committee to arrange that the other teachers receive instruction and assistance from such. In the teachers' institutes, also, instructions in drawing will be given to a greater extent than hitherto, which will, in some good measure, it is hoped, supply, by useful suggestions and model lessons, the lack of more prolonged and thorough training. It may be deemed important, especially if the desire for it is expressed in any community, to organize institutes for the special purpose of teaching drawing, with music and elocution. I can readily conceive that such a meeting might be made exceedingly interesting and profitable.

Lastly, it is proposed, if the legislature grant the means, and the right man can be secured, to send a thoroughly instructed agent into every section of the Commonwealth, whose special business it will be to explain this subject in all its relations, more fully than can be done by the written treatise, to give advice and instruction in respect to the best methods of organizing classes and of teaching. Through the aid of these various instrumentalities, I am confident that the object of the law can be secured, and "drawing, as a branch of learning," be taught in all the public schools of the Commonwealth.

THE NEW PRESIDENT OF YALE.

EXTRACTS FROM HIS INAUGURAL ADDRESS.

Noah Parker, D. D., was inaugurated President of Yale college, on the 13th of October last. We present below some of the leading thoughts contained in the address delivered on the occasion. Our object in doing this is, first, to lay before our readers anew, the argument in favor of higher education; and, second, to exhibit the *drift* of educational progress in our leading colleges. We use the abstract of the *New York Tribune:*

HIGHER EDUCATION AND THE PAST.

In entering upon the discussion of our theme, we observe, first, that our higher education should be conversant with the past. This is one of its special distinctions and of its imperative obligations. It does not describe its sole or its whole duty—but a class of duties which are prominent and characteristic. It is sometimes made a ground of reproach against this education and the men devoted to it, that they are so greatly occupied with the past; as if the one function to which above all others they are set apart, were not to master its gathered acquisitions and its instructive wisdom. An education which despises the past is necessarily limited and narrow. It is judged and condemned already by the ignorance and effrontery of its pretensions. Institutions and teachers of culture that profess to concern themselves little with what has been thought and done in other generations, are convicted of incompetency by their own announcements.

DANGER OF A SUPERFICIAL CULTURE.

It is also essential for the general culture of the country, that our colleges should be seats of learning. The attention of not a few thoughtful men among us has been directed to the danger that in the rush after material wealth, the madness for political supremacy, and the glare of superficial culture, the higher learning and more consummate culture should either fail to be attained, or fail to be honored among us—or that these should be so far the exclusive possessions of the few as to have little practical influence over the men who control our affairs—as the editors, the men of the professions, the leading merchants and manufacturers, and even over the educators of the country. The lessons of history, both the earlier and the more recent, are distinct and vivid that in a republic like ours, wealthy, proud and self-confident, there can be neither permanence nor dignity if the best knowledge and the highest culture of the world do not influence its population and its institutions. The duty of imparting does not interfere with activity in learning. Let special and advanced students never be set aside by the pre-occupations of elementary teaching. But let the accomplished professor never cease to instruct so long as health and life permit. The example is not unfrequent in the German universities of veterans in Philology like Boeckh, in History like Ranke, in Physics like Ritter, in Theology like Nitszch and Twesten, in Philosophy like Brandis, in Law like Mittermaier, appearing in the lecture room and going from the lecture room to the study to prosecute the researches which make them authorities in the world of learning, and lights to mankind. These examples and the successful working of the German theory teach a two-fold lesson—that the university is the fittest place for under-graduates to further the higher learning of the country, and that in the university the man of research should continue to be active as an instructor. The plan which has been developed in Yale College of attaching university schools or classes to the under-graduate curriculum, and of encouraging college professors to enter upon higher teaching, is eminently fitted to make them learned men, and at the same time efficient and successful instructors. It cannot but contribute to the learning and culture of the country by arousing the desire for research and culture among the students.

REQUISITES OF A THOROUGH COLLEGE.

This suggests the thought that there is no way which promises better for the cause of learning than the endowment of terminable scholarships and fellowships as prizes for special attainments, and as incitements to future study. The truth must be repeated often enough to compel a hearing and to attract attention, that the most important reason why higher attainments in learning and culture are not reached, or are reached by so few, is that the incitements are so scanty and so uncertain, especially at the time of life when a career of special study can be entered upon with the greatest advantage. A scholarship with its promise of support and its place of honor, or with its openings to a brilliant future, would tempt a graduate, poor but ambitious, to prosecute special studies at his college, rendering some service as an instructor or examiner.

It is equally obvious that any institution which aspires in any sense to be a seat of learning must possess a well-furnished and well-endowed library. If a college is to be conversant with the past, it can only find the past in a collection of books which record its achievements, and in the men who have read them. If the colleges of the country are to be the places to which men of learning are to be attracted as her chosen seats, then they should possess the best libraries of the country. A school of higher learning, in addition to ample libraries, should possess every other appliance which may represent the past. Its museums and collections, which speak to the eye or suggest to the mind of what man has been or done, should be abundantly furnished. Especially, should the achievements of modern science and art be brought within the observation of teachers and pupils. The sciences of nature, and the arts which relate to them should be fully illustrated by the specimens and appliances which research and invention have collected and constructed.

From the relation of the higher education to the past, we pass to its concern with the present, and observe, that this education should never be so devoted to the generations which are gone as to forget the generation which is now thinking and acting. From the phases of scientific and of popular activity with which the whole country is moved from time to time, the higher institutions may not estrange themselves, in their devotion to the routine of academic instruction or the prosecution of learned researches. President Woolsey has been none the less efficient as an instructor because he has brought his reading and his thought to bear upon questions of social morals and present international complications. There is special need at the present moment that the student should sympathize with the present generation, because he is so generally reproached with being out of sympathy with it, and because it so pressingly needs all the energy and skill which culture and learning can apply to elevate and correct it. The standard reproach against university life, that it tends to withdraw its pupils from the thought and activities of their times, is, however, refuted by the history of universities in every generation—from the days when Luther reflected in his own struggling heart the thoughts and feelings which were moving the men of his time, down to the present moment when the speculations of Mill and of Buckle have penetrated into the common rooms of Oxford, and agitated the rooms where Wesley and Whitefield, Pusey and Newman, Arnold and Whately half anticipated and half created the revolutions of popular thought and feeling with which their names are connected.

The higher education in mastering the past and sympathizing with the present, will wisely forecast and direct the future. The men whom it trains are men of the future, and to a larger extent have the future of the country in their hands. Hence the relations of this education to the future take up into themselves and control its relations to the present and the past. The aims and duties of its directors are briefly comprehended in the positions; as students, they should add to the science of the past; as teachers, they should train to the highest intellectual capacity and achievement, as well as to the noblest impulses and perfection. The duty of adding to the knowledge of one's time will scarcely be questioned. It needs little illustration or enforcement in an age of intellectual enterprise which sees little that is true which is not new, and of moral hardihood which has almost forgotten its reverence in the ardor of its hope. We hardly need assert that no teacher at the present day deserves the name who is not prepared to revise his opinions, and if need be to change them. The spirit of progress and of growth animates all circles, and it should breathe a vigorous and hopeful life into every university. The eye of every instructor should look hopefully and eagerly forward to greet every new discovery, and to welcome every new truth, and to add to past contributions by new experiments, invention and thought. The higher education should propose intellectual training as its chief object. That education is conceived in the wisest spirit, and is in the best sense the most liberal which values permanent intellectual power and culture above any accumulation of facts, any knowledge of words or phrases, or any dexterity in action or in speech. No one will deny that training is reached by acquiring knowledge, but knowledge, in the best sense, is more than the accumulation of facts, whatever these may be, whether words, events, paradigms or dates. Facts as such do not constitute knowledge, but only facts as held in a method, and related to principles and laws. Facts as such do not even enrich the mind, but only those facts which stimulate the imagination, which elevate the feelings, which illustrate principles, and regulate the life. Moreover, in all the stages of education, many of the tasks are purely preparative and disciplinary. The most earnest stickler for knowledge made easy and self-propelling, must confess that in childhood alphabets and paradigms and derivations and syntactical rules must be painfully learned before they can be understood and applied.

VALUE OF DIFFERENT STUDIES.

We cannot accept the doctrine that all studies are *equally* disciplinary in their influence and effect, or that a selection of the most quickening and useful cannot be made by teachers better than by pupils In such selection regard should be had to the time allowed for higher culture, as well as to the aptitudes and tastes and future employments of the student. In accordance with these views, we have opened two schools for under graduate students, the one of which is prevailingly scientific and looking more to modern and active life, and the other is especially classical, historical and speculative.

We urge that the higher education of this country ought, in its forecast of the future, to contemplate a longer rather than a shorter period of time for its completion. Its guardians should see that no projects for shortening this period should be introduced under the plausible pretext of greater liberality in respect to the methods or the matter of study and instruction. The more rapid this noisy tumult of life without, and the stronger its pressure against the doors of the college, the greater need is there that certain studies which have little relation to life should be attended to, and the less occasion that those which are to occupy the energies of life should be anticipated.

The under-graduate departments are two—the old classical college, the Yale College which is known as the germ of all these offshoots, and the Sheffield School, with its modern and scientific curriculum of three years. These are feeders to the university proper. This consists of the professional schools for Theology, Law and Medicine, and what answers to the department of Philosophy in a German university, making the analogy of our university and theirs almost complete. The Philosophical Department, so far as organized, includes the classes and courses of study for graduate students in the Scientific school, as the schools of Engineering and Chemistry, as school of Philology fully organized, a school of Mathematics and Physics, and a partially organized school in which History, and English Literature, and Politics are taught, which it is hoped may be organized as a school of the Moral and political Sciences. To these should be added as not least significant the school of Fine Arts. This is our scheme of an organized university, which

presupposes under-graduate instruction and discipline, and superadds to it additional study and reading in regular classes, under able instructors. It is no more than just to say that these arrangements have been responded to by the attendance of as many students as our most sanguine hopes could have contemplated.

Thus far have we considered culture and discipline in their relations to the intellect. We cannot, if we would, avoid the ethical and religious aspects of the higher education. To form the character is a legitimate end of education of every kind, and the higher its rank the more important does it become, that its moral and its religious results should be the best conceivable. A college or university, a majority of whose pupils should deny duty and God in theory, or dishonor both by characters that were atheistic and vicious—whose private lives should be profligate and selfish, and whose public morality should be venal and false—would do more to corrupt the country, not only its morality but its intellectual tone, than a formidable array of pulpits and newspapers could withstand. Any education must be defective and narrow which does not concern itself with ethical principles and their relations to science, to literature and life.

EXAMINATION OF TEACHERS.

BY D. G. ALLEN.

ALTHOUGH I have had comparatively little experience in conducting examinations, I have long since been convinced that the oral plan, which I have followed, and which I believe to be the one in general use, is unfair and unsystematic. It must be admitted by every one conversant with oral examinations, that the result arrived at is in a great measure guesswork, and that the stand-point from which certificates are graded, is varied at every examination to suit the grade of applicants.

The cursory thinker may consider it feasible to adapt the examination to the grade of teachers required in the several school districts; but it must be remembered that teachers are not always employed in the district where examined; and that many, after teaching four months, which constitutes the school year in a majority of the rural districts of the State, are employed to teach in other districts. Their attainments are probably inferior to those of teachers with whom they are now brought into contact, but their certificates show, by reason of the variable standard, an equal percentage, and they receive equal compensation. This is unjust, and an imposition on better qualified teachers. The examiner himself, much less the directors who are called upon to grade the teachers' salaries according to the grade of certificate, is unable to tell, by the certificate, the relative scholarship of teachers. Therefore, in order to have a uniform standard throughout Wayne county, I adopted a plan, and published a synopsis of the same in the August number of the JOURNAL, whereby it might be known that certificates of the same grade showed the same proficiency of scholarship, no matter where granted. But it being a synopsis only was not fairly understood by many. Therefore, by request, I send you the same plan, somewhat developed and amplified. Each subject in which the candidates are to be examined is to be divided into five sections of five questions each, and the numbers 8, 11, 14, 17 and 20, are to be associated in numerical order with the questions in each section, as shown in the following examples:

SECTION I.

1. What number added to eight hundred and seventy thousand, five hundred and eighty-nine, will amount to twenty millions, eighty thousand, six hundred and seventy? (8.)

2.* Write in Arabic figures, and also in words, the meaning of CCCXLVII, MMDCXXIX and $\overline{\text{MMMCCCIV}}$. (11.)

3. A can shear 41 sheep in a day, B 63, and C 54; what is the number of sheep in the smallest flock that would furnish exact days labor for each? (14.)

4 How many rails will enclose a field 14,599 feet long by 10,361 feet wide, provided the rails are of equal length and the longest that can be used? (17.)

5. Simplify $\dfrac{5\frac{5}{8}+5\frac{1}{6}}{5\frac{5}{8}-5\frac{1}{6}} \div \dfrac{(4\frac{2}{3}-4\frac{7}{12})\times\frac{24}{33}}{4\frac{2}{3}+4\frac{7}{12}\text{ of }\frac{24}{33}}$ (20.)

SECTION II.

1. Divide 4.1 by .112, and state the rule. (8.)

2. In a certain school examination .375 of the children were examined in History; $\frac{5}{8}$ in Arithmetic; and .208$\frac{3}{3}$ in Grammar, and the remainder, 12, in Reading. The number of pupils in the school is required. (11.)

3.* In the erection of a house, I paid twice as much for material as for labor. Had I paid 6 per cent. more for material, and 9 per cent. more for labor, my house would have cost $1284. What was its cost? (14.)

4. What will it cost to make a gravel walk, 7 ft. wide, along the side of a square field, containing $2\frac{1}{2}$ acres, at 50 cents a square yard, the walk being a part of the field? (17.)

5. A man paid $165 to 55 laborers, consisting of men, women, and boys. To the men he paid $5.00 a week; to the women, $1.00 a week, each, and to the boys 50 cents a week; how many were there of each? (20.)

SECTION III.

1. If, when wheat is 7s. 6d. per bushel, the baker's loaf will weigh 9 oz., what ought it to weigh when wheat is 6s. per bushel? (8.)

2. The longitude of Boston is 71° 4′ W, and that of Chicago 87° 31′ W.; when it is 12 o'clock, M., at Boston, what is the time at Chicago? (11.)

3. What is the difference between the true discount and bank discount of $7.000, payable in 7 months, at 6 per cent.? (14.)

4.* A piano, table and carpet cost £63 5s. 6d; the piano and table cost £54 14s. 9d., and the table and carpet cost £26 1s. 4d. Find the cost of each. (17.)

5. I wish to set out an orchard containing 1470 trees so that the number in length shall be to the number in width as 6 to 5. How many trees will there be in a row each way? (20)

SECTION IV.

1. What principal, in 2 years, 3 months and 10 days,

at 5 per cent., will amount to $1893. 61 1-9? (8.)

2. If I loan $750 at simple interest, and, at the end of 1 year 3 months, receive $796.875, what is the rate per cent.? (11.)

3. I paid 12 cents a pound for 11 3-8 pounds of beef, but 2-7 of it was bone. As the bone was worth nothing, how much per pound did the meat cost me? (14)

4. Two ships sail from the same port, one goes due north 128 miles, and the other due east 72 miles. How far are the ships from each other? (17.)

5.* If an ox that weighs 900 pounds girt 6.5 feet, what is the weight of an ox that girts 8 feet? (20.)

SECTION V.

1.* A flag 9′, 3″ wide, has a surface of 1 ft., 6′, 6″, what is its length? Give the answer in words. (8)

2. What is the value in Troy weight, of 13.8 oz. 11.4 drs. Avoirdupois? (11.)

3. After one third part of a cask of wine had leaked away, 21 gallons were drawn, when it was found to be half full. How much did the cask hold? (14.)

4. A general, arranging his army in the form of a square, found that he had 44 men remaining; but by increasing each side by another man, he wanted 49 to fill up the square. How many men had he? (17.)

5. A merchant sold stoves for $180.; for the largest size he received $19.00; for the middle size, $7.00; and for the smallest size $6.00. How many did he sell of each kind? (20.)

The applicant is required to select and answer only one question from each section, and will receive the sum of the numbers that is attached to such as he solves by an intelligible method. This sum will denote the per cent. of the candidate in this branch, since 100 is the highest that can be obtained. To illustrate: If an intelligible solution be presented to the questions marked with the star (*), the standing of the applicant in this branch will be the sum of 11+14+17+20+8, which equals 70 per cent. To illustrate still further: Suppose the examination be in geography, and the candidate be required to name ten States of South America for the fifth question, if he name but eight he will be entitled to eight-tenths only of what a full answer would have drawn. Thus each subject is systematically graded. The average grade, or per cent., of the certificate, is found by dividing the sum of the numbers obtained in each branch by the number of branches. This percentage should not only determine the time for which the certificate is granted, but also the amount of salary to which it is entitled.

Duration.—If the average per cent. ranges from 40 to 55, a certificate is granted for one-third of a year; if from 55 to 70, for two-thirds of a year; if from 75 to 85, for one year; and from 85 to 100, a professional certificate, provided the applicant's experience in teaching has been satisfactory.

I have held a few examinations on the above plan, and find that more time is required to solve questions similar to the above, and equally difficult in every branch, than can be allowed in one day's examination; therefore I have concluded to hold a two days' examination in some localities, thinking thereby to lesson the number of yearly examinations.

Trusting the directors of Wayne will see fit to grade the salaries according to the certificate, I submit, in addition to that in the August number of the JOURNAL, the following

Rule.—Multiply the maximum salary by the average per cent. of the certificate.

THE COUNTY SUPERINTENDENCY.

BY JEFFERSON.

With the end of the present school year, the term of all the county superintendents now in commission will expire. The next session of the State Legislature will afford an excellent occasion to make some changes in the law in reference to these officers. Their salaries should be equalized in some way, for one thing. I understand that a proposition to that effect was introduced last year, but failed to become a law. I hope the attempt will be renewed the coming winter.

I would suggest also that the law be changed, so that these officers may be appointed by the State Superintendent, instead of elected by triennial conventions of school directors. I hink several advantages would flow from this plan. In the first place, I think we should have a better corps of superintendents as a general thing, than we have now. These appointments would be made with the strictest reference to merits alone. I have so much confidence in our State Superintendent. We have constantly some appointees in the service, as it is, and in every instance, so far as I know, these are fully as satisfactory as the men who have been regularly elected. This proves my position.

In the second place, it would save an enormous expense. Say there are 12,000 school directors in the State, exclusive of Philadelphia —which is the fact—and that they all attend the triennial elections. Their expenses, I presume, will average at least two dollars. Here is an expense of $24,000. But, as the office of school director is one to which no pay is attached, and as the State has made no appropriation to meet this expense, many, we will say one half of them, are unwilling to incur this personal expense, so that the duty of selecting the county superintendent is left to the other half. Thus the *spirit* of the law is not observed.

And in the third place, the laudable wish to exclude partisan politics from the system, would be more nearly realized. As these officers are at present elected, political partisanship does and must enter into the contest. A republican in a democratic county, or a democrat in a republican county, no difference what may be his qualifications, knows he has no chance, and very seldom offers himself as a candidate. Hence, the best man is not always chosen. A conscientious State Superintendent would appoint the right man to the place without regard to politics; and I sincerely hope no other than a conscientious man may ever occupy that high position.

In conclusion let me say, without any egotism whatever, but lest some may imagine me to be a "sorehead" or a hopeless candidate, and also as illustrative of my theory, that the writer of these lines was appointed by our present able State Superintendent to the office of county superintendent, though differing radically from him in political opinion, and that the action of the State Superintendent was afterward indorsed by a unanimous election to the same office at the next triennial convention of school directors.

BOYS AND CIVILIZATION.

BY REV. JOHN W. DODGE.

PHYSIOLOGISTS tell us that the brain of the Caucasian child presents the same organization as the adult Mongol. The features at birth very strongly suggest the savage—flat nose, large lips, forward-opening nostrils, and wide-apart eyes, And it is a well-established fact that children, particularly boys, pass through that phase of character from which they descended as a race. The old Teuton of ten centuries ago—our Saxon grandfather at about the thirtieth remove—is discernible in the boy of to-day. His idea of happiness was a banquet-hall, where soldiers drank from the skulls of their enemies. The instinct for cruelty crops out in Saxon boys still. He is the terror to the cat at what we should call a very innocent age. She has to go through fire and water, as the old martyrs did. Then he is the veritable Philistine of the home; the irrepressible enemy of good order, ready at any moment to make a raid, to the discomfiture of all decent and quiet people. Staid and decorous housewives dog his muddy footsteps from room to room, with dust-pan and brush in hand, denouncing him as a perfect bother; while bachelor uncles and maiden aunts, whatever other points they may disagree upon, are sure to agree in abhorring boys. If anything goes wrong at home, of course, "it's the boys." If the gate is left open and the cabbages are eaten down, "it is nobody that's to blame but that boy." If a cricket is upset in church—and the total depravity of inanimate things is specially applicable to meeting-house crickets—all grave people look daggers at the boy in the gallery, who did it on purpose to disturb the meeting. Shall there be any wrong in store or shop or barn, and a boy hath not done it?

His first ruling passion is for destruction. His first movement with a new horse may be to find out whether his tail will come out or not. He proves his new cart by vigorous efforts to get the wheels off. His favorite playthings are swords, drums, guns and the shrillest of whistles. He believes in taking things by storm, and would have gloried in being at Jericho, with a lamp and a pitcher of his own to break, and a trumpet to blow, and a chance to shout to his heart's content. He knows when the band is coming out, and he makes it a point to keep opposite the bass drum in the procession. He delights in going to fires, with the rattle of the engines, the hoarse shouts of the hurrying crowds, the wild screaming of bells, and the lurid splendors of the scene. But the most characteristic of all his enjoyment is a dog fight. In the concentric circles that close around the two assailants, with eyes bent downward, you will find the inmost ring is of boys. It is a fine illustration to the mind of boyhood of energy in action. It is a kind of law in boydom that the weak have no rights which the strong are bound to respect Rich boys tyrannize over poor ones, and great boys over little ones. This makes the despotism of the fagging system in English schools and the hazing in our own. It is the charm of scrapes that there is an ingredient of cruelty as well as frolic. This gives zest to plundering orchards, robbing birds' nests, climbing precipices to search for hawks and owls, and the habit of imposing on the unwary generally. But there is not the same vehemence in all. There is as much difference in boys as there is in anybody, and more than there is in some, according to the old rune. If he be of a lean and hungry mould, like Jack Falstaff's starved "justice, made after supper of a cheese paring," he may wriggle his little way into the world without much bustle; but if he has the stuff that men are made of he has hot blood within. Lord Byron is not alone among boys with his angel and devil. Things may look pretty dark at times, as they did with

Christopher North, who blunderbussed, flirted, boxed, wrestled, boated, kept a whole establishment of fighting cocks, and seemed bent on self-destruction. The passion for field sports, though they illustrate the possibilities of the savage, springs, doubtless, from the rude sense of power which may develop into the higher kinds of strength. "The man," says Schiller, "who can strike hardest blow is the man who can shed the saltest tears." The extreme of valor is not noble unless it is balanced by the other extreme of gentleness. Boyhood is the transition state between childhood and manhood. The elements are in a state of chaos; but the spirit of gentleness broods over the troubled waters. Themistocles's saying mav may be true that "the wildest colts make the best horses, when they come to be broken and managed." Strong, passionate natures often have the finest sense of honor and the truest bravery; and it is the blending of the two that produces the true chivalry of character. The redeeming element of Saxon boyhood is found in the susceptibility for feeling, a later development, which relieves the hard selfishness of mere animal spirits and gives a touch of generosity. This very Christopher North, who was the greatest boxer in England, could sing so as to dash tears into grave men's eyes, and actually swooned over the grave of his father as the clods rattled on his coffin. It was the last act of Nelson, who "never saw fear," to kiss his friend Hardy before he expired amid the booming guns of Trafalgar. The question of fight is the crucial test of chivalry in boyhood. Mr. Hughes has given us the best portrait of a healthy boyhood that the language affords. His verdict on the justifiableness of fighting is thus given in "Tom Brown": "Keep out of it, if you can, by all means. When the time comes, if it ever should, that you have to say 'yes' or 'no' to a challenge to fight, say 'no,' if you can. But don't say 'no' because you fear a beating, and say or think it's because you fear God; for that's neither Christain nor honest. And, if you *do* fight, fight it out; and don't give in while you can stand or see." It is simply a question of conscience. Shall a boy stand up for what is right and noble? Let him have moral courage enough to repay good for evil; but, when actual violence comes, let him protect himself or a weaker friend with all the power he possesses.

The problem of boyhood is, how to make the passage from barbarism to civilization—that is, to secure the supremacy of the moral element; to get the lion and the lamb to lie down together. It is the transition through which the Californian is now passing, and is very well pictured in the *Overland Monthly*. It is the working off of the superabundant vitality. By and by the froth floats off to the edge of the stream, and the dark, deep current of life comes to view. The one-sidedness of boyhood under right training will be relieved by healthy growth. It is an unhappy period; for he sees enough of the inside of life to feel something of the mystery of the problem, but does not see far enough to be cheerful. He tells it all into the ear of his dear Bob, in long, confidential letters; and Bob understands it all, for it is the echo of his own hidden history. Blessed office of early friendship! It helps to develop all that is deep and generous in the soul, arouses the dormant moral element and makes the true beauty of manliness appear.

N. Y. Independent.

PLAIN PRACTICAL TALKS—RULE WORK.

BY A. N. RAUB.

IN few places, probably, is a sound judgment more imperatively required than in the government and management of a school. There are executive talents required here, which, to insure success, dare be of no mean order. Young teachers make no greater mistake than that of attempting to copy after set models. We have a recollection of some personal experience of our own in this matter, which proved of valuable service afterward in the way of reminding us that success depends more on one's practice than on one's theory. We well recollect how, with our mind full of learned—as we supposed—and fine-spun theories, we mentally proposed to show our patrons, and the public in general, that the ways of our predecessor, a teacher of twenty-five years' experience, were not quite up to the standard. All the preliminaries had been satisfactorily arranged, and we expected to create a sensation by showing how the new differed from the old. Alas! we found at once that much of our theory would not work in practice. Either our machinery was imperfect, or the engineer did not understand how to handle it. We couldn't tell which. Fortunately, and, we think, wisely, we abandoned our original idea—original, probably, in one sense only—and undertook to manage the school in a natural way, by permitting our own individuality to have its due share in the work, and adopting such theory only as proved successful under the circumstances in practice, and we were

blessed with a reasonable degree of success. Ever since, in glancing in a retrospective way at our narrow escape from failure, we feel that, in some degree, we can realize the sensation experienced by him who has narrowly escaped some bodily accident or danger.

We are not of those who would discard theory, because valuable only when verified by practice. Teachers, and especially beginners, should study all the available works on the calling which they propose to pursue; but let them not make the great mistake of trying to carry into effect all theories they find there embraced. In such a case, failure is inevitable. Such a course were the rankest of quackery, and would be as ridiculous as the practice of a physician who should attempt to cure every case of fever with a dose of medicine invariable in both quantity and kind, irrespective of the habits of life, physical strength, mental temperament, &c., of the patient in charge. Every writer on education, and every successful teacher, has made his reputation and his success not by the theories he has advocated or endorsed, but by the practical application of his theories in a way original and peculiar to himself.

Every piece of workmanship bears on its face some mark by which its author may be detected, and this mark is at the same time the outward sign of the author's own individuality, which has been embodied in his work. What is true in workmanship in general, is true of the teacher's work in particular. Instead, however, of working in dull clay, or lifeless wood, or stone, he deals with living souls, stamped all over with the impress of their divine origin. Let him beware, then, that he manage them not as so many passive, lifeless pieces of mechanism, but rather as living, active representatives of their Creator, whose culture and training can be subjected to no set rules, each representative claiming for itself a peculiar treatment of its own, modified and controlled by almost innumerable circumstances of life, habits, physical strength, mental temperament, and home treatment.

INSTRUCTION TO TEACHERS.

A COMMITTEE of the Board of Control of the city of Philadelphia, composed of the following gentlemen: Messrs. Edward Armstrong, Lewis C. Cassidy, Henry C. Hickok, Charles F. Abbott, and Simon Gratz, after a very careful investigation of the subject, assisted by a number of the leading teachers, presented a report on a revision of studies for the city public schools, Dec. 21, 1870. The Graded Course of Instruction recommended by this committee, with some modification, was adopted by the Board. Accompanying the course of study, the committee presented under the head of "Instruction to Teachers" some valuable suggestions, with reference to the methods of teaching the several branches of knowledge. These we propose, in this and a succeeding number, to present to the teachers of the whole State. They will profit by them.

SPELLING.

No system of classification has yet been invented to render possible the acquirement of a knowledge of spelling by inflexible rules; such knowledge can be obtained only by an exercise of the memory, and by habits of attention and observation, begun in early life, and carefully persisted in.

Exercises in this branch of study should be both oral and written, and daily practiced.

In conducting *oral* exercises a pupil should pronounce the word distinctly before spelling by its syllables; he should have but a single trial, and if he fails he should *always* be required to spell it correctly immediately after its correction, or at the close of the recitation; or, he may be required to write it several times, that he may become familiar with its form, for, truly, in this subject it is only "line upon line, and precept upon precept," that can accomplish anything.

In conducting *written* exercises, the pupil should when required, divide the word into its proper syllables. These exercises should be examined either by the teacher herself, or under her personal supervision, and in all cases the pupil should correct his errors.

Teachers should pronounce the word but once in oral exercises, and not more than twice in written exercises, and never in an unnatural or unusual tone, or so as to indicate the orthography. The exercises may be varied by requiring the entire word to be spelled, or to be spelled by syllables, or by letters. Especial care should be taken to secure distinct articulation and correct pronunciation; the utterance of each sound should be clear, sharp, and full. Concert spelling, if practiced at all, should be stopped the instant that it becomes measured, or *sing-song*.

A teacher will never assign a lesson without first pronouncing each word to be spelled, and having the pupils spell it in syllables, and afterward pronounce it at sight. Attention should be called to difficult and unusual spellings whenever they may occur, and errors of orthography should never pass unnoticed.

READING.

To read with feeling, intelligence and acceptance, the reader must understand what the writer means—must enter into the spirit of the composition, and be able so to govern his voice that it shall be entirely under his control.

It is not in the power of every one to become in that respect a good reader, but as that which is worth doing at all is worth doing well, and as reading is one of the established branches of education, it is proper to give it all the attention which will lead to the utmost acquirement of skill of which the pupil may be capable.

In order to secure the control and cultivation of the voice, attention should be given in the lower divisions to what is technically termed the explosive or elementary sounds. This exercise, care being taken not to strain the

voice, will be followed by other good results than those under consideration—to strengthening the lungs and affording relaxation, so as to better enable her to renew her attention to the studies which shall succeed. The pupil should stand during the exercise, and the atmosphere of the room be changed. Attention in the higher divisions should in addition be paid to quality, force, time and pitch.

The repetitition of a badly read sentence does no good, unless the fault be clearly marked out, and the correct reading be given by the teacher, or by a pupil who has mastered the difficulty. Some concert reading may be beneficial, provided the teacher is careful to stop it instantly if it falls into *sing-song* or measured reading, or when it attends to the development of unpleasant or unnatural tones. Short sentences are much better than long ones for this purpose, as they do not tempt to measured reading.

Mental discipline should be co-ordinate with vocal discipline. No dull, listless, unthinking pupil, can ever become a good reader. The teacher must awaken thought; a lesson which the pupil can understand must be selected—something a little in advance of what he has already learned, but yet within the range of his comprehension. The lesson should be talked about, and the ideas of the pupil drawn out and corrected, if erroneous. His knowledge of the subject may be tested by asking a question, by requiring him to substitute one or more words that shall change the form, but not the meaning, of the passage; or by asking some question requiring that portion as an answer.

A very common fault is that of stumbling, hesitating, and repeating; to cure which the teacher should make the most earnest and determined efforts. It may arise from carelessness, from the use of books in advance of the pupil's ability, or from his failing to grasp the idea in time to give it clear utterance; or it may result from being permitted to indulge in a similar habit in other recitations. *A poor reader cannot study or recite well.*

While a class are reading, the undivided attention of the teacher, as well as of the pupils, should be given to the exercise. Pupils should be encouraged to criticise each other fairly and justly. During the progress of the reading no interruption should be permitted; but, at its close, those who have noticed an error, should have an opportunity to correct it; and each should be required to explain and illustrate his own criticism.

Declamation need not be insisted upon until pupils are somewhat advanced in this branch.

PENMANSHIP.

One system should be taught throughout the primary, the secondary and the grammar schools, so that as the pupils pass from one grade to another, they will not be obliged to unlearn what they have already acquired in regard to the distinctive features of that system. Thus the pupils will the more readily perfect, and carry out the principles they have already partially become acquainted with—such as the *movements* of the *hand* and *arm*; *analysis* and *rules* for the *formation* of the *letters*, the *position* of *sitting*, the *manner* of holding the *pen*, the correct *slope* and *shading* of the *letters*, *uniformity* in *spacing*, *neatness* and *elegance* of *style*, *legibility*, *ease* and *rapidity* of writing

The constant use of the blackboard, or charts, in contrasting the proper forms of the letters with the erroneous forms made by the pupil, is indispensable in teaching writing.

The copy written upon the board by the teacher must always conform to the system used. The pupil must not be allowed to write rapidly before he is able to write a legible hand.

The great aim of the teacher must be to impart a plain, neat handwriting, devoid of flourish or ornament, for no other style is suitable for business purposes.

"Whenever practicable, the teaching should be by the same teacher in all the grades of a school."

When it is thought advisable not to give the child a pen, a long slate pencil, or a penholder with a slate pencil inserted, should be used, and if a primary slate, with the elementary forms on the margin, could be adopted, it would serve a good purpose in amusing and instructing the pupil in drawing and writing.

The time spent should not exceed five minutes to a lesson, and two or three lessons a day would be ample to form good habits at the commencement.

DRAWING.

In introducing the subject of Drawing into our schools, one serious difficulty presents itself, which, however, it is thought may be easily overcome by a little perseverance on the part of the teachers.

The difficulty consists in the want of the necessary training on the part of the pupils of the higher divisions of the schools to fit them for entering, at once, upon the tasks laid down for them in the Revised Course of Studies herewith presented. It is, therefore, necessary that the teachers of these be directed to give the necessary preliminary instructions until pupils who are regularly trained be promoted to these divisions from the lower divisions.

It is proposed that, in the Thirteenth division the *form* and *size* of the simple plain figures bounded by three and four lines; also, the *comparative* size of the same shall be illustrated on the blackboard; also, that the form, size, and comparative size of the cube, ball, and cylinder shall be illustrated and explained.

Also, the length of lines, or of any objects in sight, and the comparative length shall be observed by the pupils, and the width and the comparative width of the plane figures mentioned above, and of any objects in sight.

Direction is also to be explained; as from one point to another on the board, and the direction from one object to another, both in and out of the school room, as to the right, to the left, upward, downward, &c. Distance and comparative distance explained, are to be explained in like manner.

All the instruction in this division should have special reference to the correct discipline of the eye of the pupil, for in this depends almost entirely, the future progress of the pupil in this art. The faults of enlarging or diminishing a subject in copying it, should be corrected as early as possible, and the pupils taught to measure length and distance by the eye. Some pupils will uniformly produce a copy of a subject of much smaller size than the original; others again, will just as perseveringly produce one of much larger size. The thorough correcting of these faults requires much patience and perseverance on the part of the teacher.

All lessons in this division should be abundantly illustrated by drawings on the board, or to the objects themselves, and the teacher should be supplied with a complete set of apparatus for the purpose.

It is also of primary importance that the instructions to teachers given in the "Teacher's Guide," which accompanies the series of drawing cards and books, be rigidly adhered to in the various divisions, that the subject be taught by "the system," and that the pupil be led by induction from that which is known to that which is unknown; so that each step of progress may prepare him for the next.

DICTATION.

Apart from the importance of this exercise in imparting a knowledge of spelling, and impressing the forms of words upon the mind, it teaches in an easy manner the use of the punctuation and other marks.

In the primary and secondary grades it is expected only that pupils shall be able to recognize and name the marks assigned to their divisions, and to make and place them under the direction of the teacher.

When the pupils advance beyond the primary grades, general and simple directions may be given for using capitals, and the marks of which they have occasion to make most frequent use. This does not require or presuppose a knowledge of grammar, as it can be taught without. The main object should be to impart such instruction as may be made at once available if the pupils should be obliged to leave school before reaching the grammar department.

In the higher divisions it is not deemed necessary or advisable to teach formal, set rules for the use of the punctuation marks, especially of the comma, the semicolon and the colon, as this would require more time than can be profitably devoted to it, and more knowledge and intelligence than can be reasonably expected in pupils of those grades; hence, all technicalities should be avoided, as well as all disputed or doubtful points.

COMPOSITION.

If properly taught there is perhaps no exercise that is of more practical advantage than that of composition. The pupil should be required to re-write reading or other lessons, using his own phraseology; and, in the higher grades, to transpose poetry into prose.

In letter-writing, attention should be given to the heading, the address, the manner of closing, the direction, etc. In assigning lessons for composition, care should be taken to give none except upon subjects about which the pupil has read, or upon which instruction has been given orally; he should be required to express in his own words what he knows, and be encouraged to write his thoughts freely.

All mistakes in grammar or orthography should be marked; if the errors are numerous the pupil should be required to re-write the exercise.

ARITHMETIC.

Mental Arithmetic.—The best way to teach arithmetic is to devote about one-third of the time to mental arithmetic—a branch of study hitherto too much neglected in the public schools of this district. The lessons should, of course, be prepared by the class before recitation, so that the drill may be systematic, not hap hazard. Pupils so taught will pass even a purely written examination, in a manner far more creditable to themselves and their instructors, than if they had spent the whole time at written arithmetic. In the primary schools, and in the case of pupils in the higher grades, who have not before taken up this subject, the exercises should be restricted to operations with small numbers, and the examples of a character not too complicated. Accuracy in analysis, cultivation of memory, and facility in computation, are the things to be aimed at in this study. In general, the mind of the pupil must be trained to act without the aid of paper, slate, or pencil; but, when the questions are long, and contain several conditions, the pupils should be supplied with text-books, and should be permitted to use them during recitation; otherwise the mind may be too severely taxed in its efforts to retain and solve the question at the same time. After a lesson has been recited, the teacher should improvise questions containing the same principles; but the pupils should not be permitted to use the formula previously taught, but should be required to give other methods, and should be encouraged and rewarded for any original solution, especially if it be concise and logical. Concert exercises in arithmetic should be avoided; but, sometimes, in order to secure attention and accuracy, a solution may be given by several members of a class, each pupil taking the solution exactly where it was left by his prodecessor, without omitting or repeating a word. Great pains should be taken to secure brevity and accuracy in language, in methods and results.

Written Arithmetic.—The principles involved in this study are of necessity the same as those acquired in Mental Arithmetic. The two studies should be combined in all the higher grades, and pupils should not be permitted to solve the questions under any rule in Written Arithmetic until they shall be able to give a correct analysis of similar questions from a Mental Arithmetic. After the examples assigned for each day have been performed on slates, the teacher should, on the blackboard, give a solution of one of the examples, offering a clear and thorough explanation; after which each pupil should solve a question at the blackboard, endeavoring to give an explanation as thorough and explicit as the one given by the teacher. This method inspires the pupil with confidence and self-reliance. If principles and not rules be taught, teachers will experience no difficulty in making some good arithmeticians.

DEFINITIONS.

In the lowest grades the teacher should *explain* the meaning of words found in the lessons by talking about them familiarly, and showing how they could be used in short sentences and in ordinary conversation; the pupil should not be expected to commit to memory, but to understand the meaning and the use of words.

In divisions a little higher it is very important to direct the attention of the pupil to the meaning of words with which they are not already familiar. The list of words and their definitions, at the beginning of each reading lesson, should be committed to memory, and the meanings substituted in the passages in which they are found; care must always be taken not give synonyms, merely, instead of explanations. In the more advanced divisions every desk should be furnished with a small dictionary, and the pupil taught how to use it, and encouraged to turn to it always, when he sees a word whose meaning he does not understand.

FIXED RULES FOR GRANTING CERTIFICATES.

EVERY examiner must be guided by rules of some sort, either general or special, in granting or refusing to grant teachers' certificates. Some county superintendents fix the *number* of errors as an absolute rule in marking provisional certificates. We think that not only the number of errors, but also their *nature and degree* should be considered. We once heard a county superintendent say that he should refuse a certificate to every teacher who failed to answer correctly one-half the questions propounded. This rule would not seem

too rigid, if the questions or demands were not too difficult and intelligibly expressed.

We will illustrate our views by a few examples: Suppose an examiner should pronounce the word *etiquette*, and one teacher should spell it "etequette," and another should spell it "ettyket." Both modes of spelling the word would be incorrect, but could it be said that they are *equally* incorrect? Or, if the solution of a problem should be required, and one of them should be in error one-fourth of a cent, and the other one thousand dollars, there would be a vast difference in the amount or degree of error. A failure to spell, pronounce, or define the word *gender*, would be a strong indication of great ignorance in a teacher; but a failure to spell, pronounce or define some word of difficult orthography, and one that is rarely used, would not indicate such ignorance.

But a still greater objection to this mode of using fixed rules, we think, is when an examiner asks a question or makes a demand requiring several different answers, pronouncing it incorrect unless *all* the answers are precisely right. For example: Suppose two examinees should be required to give the name and state the location of eight seas, in or bordering on Europe. One of them names all correctly, and gives the location of all but one, while the other is unable to give either the name or location of any of them. To simply mark them both as erroneous, without any credit to the one who came within one-sixteenth of the full and correct answer, would be very unfair.

We are decidedly of opinion that many things ought to be taken into consideration in order to mark certificates properly.

R. CHADWICK.

POLYTECHNIC COLLEGE OF PENNSYLVANIA.

THERE is probably no other large city, either in Europe or America, the institutions of which are so little known to the general public, as are the institutions of Philadelphia. Whether this be owing to the modesty, the indifference, or the Quaker-exclusiveness of its citizens, or to the want of enterprise in its journalism, we do not now care to inquire. While to most of our readers the very existence of the Polytechnic College of the State of Pennsylvania is probably unknown, yet for more than a quarter of a century this institution, either as institute or college, has been setting before the young engineers, metallurgists, and draughtsmen of the Quaker City higher and higher aims, and training those youth in the highest departments of pure and applied science. If the history of the college shall ever be written, it will, we think, prove to be one of the most interesting and instructive episodes in the growth of technical education in America. For a number of years, the Polytechnic College existed under an academic organization as an institute; but, in 1848, an attempt was made to obtain from the State of Pennsylvania a college charter. The known sectarian bias of a number of the gentlemen named as trustees under the act, deterred the authorities of the institute from accepting its provisions; and it was not until April 6, 1853, that a charter was signed by the Governor of the Commonwealth, containing the names, as trustees, of a body of gentlemen among whom all sects and parties were so nicely balanced, that no fear of sectarianism or partisanship could exist.

Pending the granting of the charter, viz.: in October, 1851, the present President of the Faculty, Dr. Alfred L. Kennedy, began a tour of inspection of the Polytechnic institutions of Europe. After an absence of a year, he reported the result of his visit; recommending that no one foreign institution be accepted as a model for the college, but that a plan be adopted based upon both the German and French methods, viz.: those practised at Carlsruhe in the *Polytechnischen Schule*, and at Paris in *l'Ecole Centrale des Arts*—which recommendation was approved. The charter was most liberal in its provisions, conferring full university powers; and, as the institute already had its cabinets, laboratories, and apparatus, the first step in its elevation demanded enlarged accommodations; so the college, in the autumn of 1853, just 18 years ago, was formally opened in the commodious building at the corner of Penn Square and Market street, directly opposite the site upon which the new municipal buildings of Philadelphia are now being erected. There were at first but two technical schools, viz.: the School of Civil Engineering, and the School of Chemistry and Metallurgy; but so rapid was the growth, that, in the following year, 1854, the School of Mechanical Engineering was added, in 1857 the School of Mines, and in 1860 the School of Architecture. As these required more space, the building was sold to the Third National Bank, and a lot secured on Market street, between 17th and 18th, three blocks west of Penn Square; and on this lot, 50 feet front, extending from Market to Barker street, 167 feet, the new edifice has recently been completed. This consists of a main building four stories high on Market Street, and two

rear wings or pavilions extending southward; that on the east being 117 feet long and three stories in height; that on the west, 117 feet and two stories high, for the better lighting and ventilation of the courtyard. The wings are connected at the Barker street front by a building three stories high. The plan of the building is therefore a quadrangle, from the courtyard of which rise four staircases, one at each corner, leading to the upper stories. The lower floor is chiefly taken up with vestibules, entrance-hall, business offices, reception rooms, and quarters for the janitor and his family.

In the second story is the College Hall, 50 feet in length, with 19 feet ceiling; adjoining it, the Cabinet of Technology, 45 by 25, with gallery. In the east wing are the Analytical Laboratory, Balance room, Chemical Stock Room, and Metallurgical Laboratory. In the west wing, the Cabinets of Physical Apparatus and of Machine Models, and the Junior Mathematical Classroom. On the Barker street front, the Lecture-room for Chemistry, Mineralogy, and Geology. In the third story are the Classrooms for Mechanics and Architecture, and the Museum of the School of Mines, containing the celebrated Freiberg models. The fourth story contains the Draughting-room, the Cabinet of Architecture, and the Classroom for Engineering and higher mathematics. In the fifth story are the Gymnasium, and the rooms for moddeling in clay and plaster. Stndents are admitted to the college at the age of sixteen, and the duration of the full course is three years.

A good idea of the extent of the accommodations may be gained if we imagine the wings which now run to the rear, to be placed, as in the usual custom, on the right and left of the main building. The front would then be 284 feet, equal to the finest collegiate structures in the country. The number of the rooms, and the uses to which they are applied, attest, without further description, the comprehensiveness of the instruction. The influence exerted on the economical developments of the industries of Philadelphia by the hundreds of graduates of her great technical school must have been most salutary. Its organization, even before the London Exhibition of 1851 awakened England and the world to a sense of the value of art schools and science schools, is highly creditable to the forecast of our sister city; while it serves to lessen our surprise that she should maintain her ascendency in the beauty and excellence of her varied manufactures, and control the most powerful railroad management not only in the Union, but in the world.—*Technologist.*

SELECTIONS.

How Schoolmasters are Made in Germany.—We will endeavor to indicate the career of an intelligent village lad who having, at the age of fourteen, completed his school course, resolves to become a schoolmaster. If in Saxony or Silesia, he enters a training school called "proseminar," because preparatory to the seminary or normal school; if in Prussia, he enters the house of a private tutor, probably the local schoolmaster or clergyman. At the age of eighteen he proceeds to the seminary, where he is to spend three years; the first and second to be devoted, according to an elaborate scheme, to all subjects he will have hereafter to teach; the third to be spent in teaching, under the supervision of the director of the seminary, in the "practicing school," which is simply the nearest primary school. While in the seminary, he is subject to stringent discipline. He makes his own bed and cleans his own room; he pays for his board and lodging—the former being of a very homely description, and valued at eightpence or ninepence a day—and provides his own bread. At the end of the year he presents himself for his first examination, which is conducted by the authorities of the college, under the superintendence of the school councillor. This examination embraces religion, language, arithmetic writing, drawing and singing, and is partly oral and partly on paper. The performances of the candidates are estimated with great precision, and certificates are given to all who acquit themselves satisfactorily. The teacher is now taken in charge by the departmental-councillor, who appoints him to a vacancy in his district. He holds, however, only the position and the title of provisional teacher, full status and rank of schoolmaster being withheld until he has passed a second examination, held three years after the first. This examination is rather an investigation into character and conduct than into attainments. When his last ordeal has been passed, the teacher takes the oath of allegiance and receives a definite appointment as master of the school. —*St. Paul's.*

Humane Education.—I propose to speak briefly of a branch of education unknown to our public schools, yet it seems to me of such transcendent importance as to underlie all others. I mean the subject of Humane Education.

Every observer of children, indeed every teacher, must have noticed that the manifestation of a cruel disposition crops out very early. It begins with pulling off the wings of flies

and teasing the lower animals. It impels the young urchin to look about him for a stone whenever he hears a lone bird singing on a twig, or sees a poor wandering pig by the wayside. It would, perhaps, be not easy to define very philosophically, or with anything like psychological accuracy, how it is that children so often act with cruelty to the world of life around them. The poor crushed fly, the wretched pelted kitten, the tortured toad with its stomach filled with shot, the poor turtle either lying helpless on its back, or carrying upon it a burning coal, all rise familiarly enough to our memories as instances of this cruel, unthinking wantonness, this early and miserable misuse of our mysteriously given lordship over the creatures around us. These things, however, account for them as we may, exist, and most certainly lead on to cruelty, more or less deliberate, in after life. For cruelty in the child, if unchecked, will most certainly lead to baneful results in the man.

Now, few things can be taught more easily, or learnt more readily, than tenderness and mercy to the animal world, if the teaching begins early enough, and is conducted in the right way. Give the child an insight into the habits and characteristics of some of the animals most immediately at the mercy of childish cruelty. Bring out the conception of each poor fluttering or crawling thing being an individual, having its own individual sufferings; and often showing its own pity-moving apprehensions; encourage the larger boys in our schools to write essays about kindness to animals; let the intellectual and humane be combined; have prizes for humanity as well as scholarship.

Were I to write a school-book for the young, I would place most prominently upon one of its pages Sterne's words to the fly, which we all read in our youth, and have often recurred to since. "Go poor insect; get thee gone! Why should *I* hurt thee? This world is surely wide enough to hold both thee and me."

Cor. California Teacher.

THE TEACHING OF GEOGRAPHY.*

IN teaching geography, I depend chiefly on three principal means:

First—The teacher must himself be the text-book to his class. He must be so well versed in all the minute details of certain countries, and have the important outlines of others, dropping as it were from his finger-ends, running over with "scraps of general information, natural history, historical allusions," &c., and withal so earnest, even to enthusiasm—not forgetting a funny story now and then—and lastly, have such a command of simple language, without any affectation of words of learned length, &c., as to be able to dispense with either text book or note-book.

Second—When any map is unrolled while teaching, the teacher must never for a moment forget to remind the youngsters, and ask them to remind themselves, that every wavy line, or shaded mound, or colored enclosure, or white expanse, or green level, suggests running waters having certain names, with flowers, trees, fields, houses, towns, and villages on each side; anglers, mayhap, bending over them; boats, steamers, and ships sailing on them, suggestive of commerce; green or snow-capped hills, grand ocean waves dashing against rocks, green fields, &c.

Third—The teacher must interest the scholars by telling them of any excursion he made during vacation, and get the children also to give their experience, were it only a few miles distant, nay, a few streets or country lanes distant, letting them know that they have been making discoveries in Geography. The fact is, these two latter means might be included in the first, for, after all, if the teacher's own brain be not the well-head of all that the child really learns in Geography, or any other thing, all else is but labor lost. I can say that most, most emphatically. I think I hear an inquirer, perhaps an objector, say:—"Why, sir, would you not include a text-book as one of the chief means of teaching Geography?" "No, sir. I call it only a secondary one."

I give the following paper as the result of nearly thirty years' experience in teaching national schools, male and mixed, and have found this simple and natural method most successful in giving rather more than an average knowledge of Geography. The illustrations given are real answers, taken down in a note-book soon after they were uttered. Young teachers have a great advantage now-a-days compared with what the writer had when he commenced, namely, that Geography is popular with both children and parents. In looking over one of my old note-books or diaries, I find the following:—I got a severe reproof from an honest, well-to-do farmer, to-day, for learning his "weans thae (those) things up on the wa," pointing with his thumb over his shoulder to the maps. He "wasna gaun' (going) to mak' them either ministers or doctors, but guid (good) coonters an' writers an' readers," and he "didna see the use o' learnin' aboot farrin' pearts—wad reather hae the ould ways o' learnin', any way," &c., &c. But this feeling I should think is now over. The children like to hear me tell them that it is a kind of impiety to be ignorant of Geography, that we are placed in one of the apartments of a magnificent abode—flat stupidity not to know it all. Ignorance a

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*By Mr. John Given, Master of the Ballymena Model School, Co. Antrim, Ireland. This admirable paper obtained one of Mr. Chamney's prizes for the best Essay on the best method of teaching Geography.

deplorable state—anecdote—intimate connection of History with Geography; illustration, America (point on the map)—Pizarro—Cortez—Montezuma—what we owe to Geography—Ireland (point)—ancient state—Henry II.—Goldsmith—Burke, &c. Positive pleasure—reading about foreign countries, multitudinous isles of the Pacific (point), coral islands (specimen shown), feathery palms, civilized and Christianised, Tahiti, hum of schools among the trees, "sea-like skies and sky-like seas," Paul's voyage, &c., (trace). How it enlarges the mind—lofty mountains, immense rivers—mouth of La Plata, 150 miles, half the length of Ireland. What an idea!

The above is a specimen of quiet "talks" with the children to fix attention. I shall now go more systematically to work, specifying more particularly the teacher's duties.

THE TEACHER'S DUTIES.

Besides having the text book at his finger ends, the teacher should, in his readings of travels, history, news of the day—such as the sale of Russian America to the United States, modern discoveries, Speke, Livingston—ever keep his class in his mind's eye, never taking up the idea that he can exhaust the subject, however long he may teach. Thus furnished, he will make it a subject of deep study how to make his knowledge available. As the most natural and simple writings are said to be the result of the deepest art, so what will look to an observer as the most natural, the easiest thing in the world, will take all the efforts, all the strain of the mind, to attain to; but if attained to there will be no complaint of want of attention in the child, no yawning, &c. For this purpose not only copious notes should be taken of the lesson before teaching, but also notes of the answers *after* the lesson. It is not at all irksome or difficult. It is rather an amusement, as I know from having practiced it for many long years. Thus prepared, with a head full of knowledge, a heart full of affection, and armed with his chalk, black-board and pointer, apple, orange, or globe, specimens of coral, shells, compass, flowers, etc., let him call up his first and second classes before a

MAP OF THE WORLD—SYNTHETIC METHOD.

The class stand around the brass semi-circle. The teacher takes the pointer, and begins with what the youngest child knows and sees. "What are you standing on?" "The floor." "What is outside the floor?" "The play-ground." "What is outside the play-ground?" "Dr. Young's field." "What next?" "Springwell Street." "Where is Springwell Street?" "In Ballymena." "What is Ballymena?" One says, "A town;" another, "A great lot of houses." "Where do you live yourself?" One says, "At home;" another, "With my mother;" another, "Beside Joe's" (a neighbor). "Where does Joe live?" "In Co. Antrim." "Where is Ballymena?" One says, "in Ireland;" another, "in Co. Antrim." (As there are no innate ideas as to a matter of fact like that, some one must have given it to them; if not, the teacher must, reserving the meaning of country until an after stage.) "Are there any more towns in Co. Antrim, or did you ever hear of any?" "Yes, sir, Broughshane, Antrim, Cullybackey, Randalstown." "Point in the direction of Randalstown," (points). Some right, some wrong. Other towns are pointed out. "Well, then, suppose you were standing or walking along the road you see away in every direction to Slemish, and to Skerry, and to the mountains between, and Ballymena, and round and round—is this all the world you see?" "All! (laughing) no, no, no! it is only a bit of the country." "Quite right—it is only a bit of Co. Antrim, and Co. Antrim is only——?" "A bit of Ireland." "And Ireland is only——?" "A bit of the world." "So you think that far, far away, beyond yon blue rim, there are many towns besides Ballymena; many far higher mountains than Slemish, many more countries and counties than Ireland and Antrim?" "O yes, sir!" "Did you ever hear of any?" "Yes, England." (Point in the direction.) "That is where the Queen lives?" "Yes." "What is her name?" "Victoria." "But there are a great many countries besides, and they have all names. Would you like to hear some of them?" "Yes, yes." "Well there is a very large country called Europe—name it. all," All name it. "Europe, Europe," goes round the class. After England it is nearest home; a very learned, well-bred, and civil people. And then there is a far larger country still, called Asia. Name it round the class—where Adam and Eve were placed after creation, and where our Saviour lived and died." I find, after having read the Second Book, and from that they have heard, that Palestine is the most interesting after Ireland, and only half the size; and next the Nile, associated with the ark of bulrushes; ane then America, where so many of their friends live. "Another, not so large as the last, shaped like your mother's shawl, but very little known about it except the fringe, only that the people are as black as soles—the hottest, sandiest and most ignorant of them all." To a higher class (it might be given to the third), "Speke and Livingston's discoveries." "Do you remember where some of your friends have gone to?" "Yes, sir, to to America." And there is a murmur of "Uncle Sams and Aunt Betties." "That is another great country, only found out about three or four hundred years ago. Then there is still another and the last of the great counntries, where thieves were formerly sent, where there are beasts with bills like birds (shew a picture of the duck-billed Platypus), leaves with their edges towards us, black swans, kangaroos, cherries with their stones outside, lumps of gold as big as your fist, &c." Australia is given. The class are now all mouth and eyes, when they are asked the *key-stone question*—"Would you like to see a picture of all these countries?" "O yes, sir; yes, sir." (The map is described, and the technical term "continent" may safely be given them. I am not very anxious at this stage for the definition, provided they know what the thing is. This is step the first in the synthetic method, and they are kept at it until they can stand on it. In the same way they are introduced to "island," using the most familliar illustrations, such as an irregular figure on the black board, the clock, a green spot in the playground, or a small real island in the nearest rivulet. Peninsulas the same way. "Now, boys, if you conduct yourselves well, to-morrow I'll go over the same ground, expecting you to remember a good deal of what I have said."

Second step—"But is the earth all made up of land?" "No, sir." "What then?" "Of water, too." "What is the water running down the meadow called?" "A burn" (rivulet). "Is that salt or fresh?" "Fresh." "Is there any salt water in the world?" "Yes, sir." "What is it called?" "The sea." "Did you ever see the sea?" "Yes, sir, at Glenarm." "What was it like?" "I mind when I was at the sea, the waves looked like white men swimming on the sea." (This from a child of seven or eight years of age). "Were you ever at the sea?" "No, but I was at the shore." (A laugh from the rest of the class, in which the shore-goer joins. In some places going to the sea-side is called going to "the shore.") The tides are mentioned either by the teacher or by one of themselves. "Do you know what they are?" "The tide ebbs and flows," (words of the First Book). "What makes the tides?" (This of course is quite in advance of a second class, and should be kept for a fourth or fifth class, but I was led on by

the subject, and the curiosity manifested by the class to know, for of course they must see the tides when at the sea. I tell them in the simplest way I can, and the remark made by one is, "Aye, sir, that's curious!" "Would you like to see a picture of this great, great water?" "Yes, sir." The white part is then pointed out in detail as a picture of the water. "Look attentively—Whether is the white or colored part the larger?" "The white." "Then if the white stands for water, and the colored for land, whether is there more land or water on the surface of the earth?" "More water, sir." Now for the proportions. "Show me the half of that pointer." Done. "Divide it into three parts." Done. "Take one of them—what is that?" "A third." "Two of them." "Two thirds." "That draft of twelve boys—how many would two-thirds of them be?" "Eight." "Well, then, that is the amount of water—how much?" "Two-thirds water." "And land?" "One-third." "Touch the picture of Ireland with the pointer." Done. "Can you get out of it without going into the water?" "No, sir." "What would you call land of that kind?" "Land all round with water." I then give them the technical name "island." In the same way, "peninsula," "isthmus," are found out by themselves. The different colored seas are pointed out, and then the Blue or Pink Sea is asked for. This causes a laugh, keeps them in good humor, while the cause of the color is explained.

SPECIMEN OF THE ANALYTICAL METHOD.

"Look around—what do you see on the walls?" "Pictures." "What is that before you?" "A picture of what?" "The world." (Caught up somehow or told.) "But I see two round things (circles as yet would be too technical) there—have we two worlds?" "No, sir" (This is explained by the hinged globe, a cut apple, or the two fists closed and opened. I find that we never need go far for illustrations of the shape of the earth when we have our hands, or a boy's head, a fly creeping round the shut hand or across a boy's forehead, &c. I have before now made an advanced class understand quite well the nature of eclipses by my two fists and my head.) *I encourage pupils to ask questions of the teachers.* A boy asks: "What is the reason that on a map of the world we see the surface of the entire globe." I ask him: "How would you see both sides of an apple?" "Cut it in two and spread it against the wall." "How much of that apple or that boy's head can you see at once?" "One-half." "Can you tell me now why we have those two round things?" "Yes, sir; it is to show both sides." "Look here—how is it that we have part of the Pacific here and part there?" "O sir, if they were turned round in that way (making the shape of a globe with his hand), they would meet." Another, "If the round things were clipped and pasted round the edges and blown up with a pipe-stopple, we could see the ocean all one." "Then you believe that the earth is round like an orange," "Yes, sir." "Why?" "It has been sailed round" (Other proofs we reserve for advanced classes). "Could you walk in *the same way* round this floor?" "No, the walls would stop us." "Touch the red, the yellow, the blue, &c." "Which is the smallest?" "The red;" and they thus find out from examination the relative sizes and the names of the continents. "Are Europe, America, and the others hanging on the walls of the universe (whatever that may mean) with a ring round their necks?" The very absurdity of this question raises a laugh. The question will not look so absurd if the map be taken from the wall, spread on the floor, and they are told to imagine themselves eagles or angels flying over it. Then some exciting fact, such as Napoleon's birth-place in connexion with Corsica, Juan Fernandez, Robinson Crusoe, Byron's and Leander's swimming the Hellespont, amazing size of the Amazon, coming down to the banks and braes o' bonnie Doon, nearer home to the Ovoca, nearer home still, to the burn before the school-house door, running "wimplin clear." This puts them into first-rate humor, and while it is high tide I ask the following questions, which are answered.—"Now, boys, here's a nice question for you—any one who can do it hold up the hand. There are three million of square miles in Europe, nine in Africa, fifteen in Asia, nearly the same in America—how much larger is Africa than Europe?" (This is, after all, only a simple question in mental arithmetic). Several hands are held up. "Three times" and so on. Then thousands of miles long is explained to them as pictured on the map. Capitals are then shown till we come to Ballymena, and mountains till we come to Slemish. Sometimes we take the grand tour of Europe, visiting places renowned in song or story, natural curiosities, scaling the Alps, Mont Blanc, St. Bernard (great dogs), Hannibal, Napoleon. I ask a boy to point out the highest country in Europe. A pointer is seen dangling in an uncertain attitude in the neighborhood of Iceland, as if its handler thought—"Well, this is decidedly the highest ground I can take," when a laugh from the rest of the class makes him "drop from his nerveless grasp" the useless pointer, and look round as if he suspected there was something wrong in *this* state of Denmark. R—— K——, (1) sets all to rights by pointing out Switzerland and explaining that the most mountainous country—the highest above the level of the sea—is called the highest country. "What is the lowest country in Europe?" The same raw recruit is wabbling the pointer downward toward Candia, when another stops it in midway, and mentions Holland

Boundaries. The word "boundary," or "bound," is a serious obstacle if not perfectly explained. The following is very simple, but I find from experience very effctual. Having a compass in the hand, I ask what *touches* the floor on the north side? "That wall." "On the south?" "That other wall." "What touches the school-ground on the east?" "So-and-so's field?" "On the west?" "The road." "Look at the map—what washes Ireland on the north?" "The Atlantic, &c." I then change the word "touch" or "wash" or "border," for "What bounds Europe on the south?" and so on.

The Cardinal Points. Twelve o'clock. "Point to the sun," "Yonner." (Pronunciation promptly set right.) "Where does he rise?" "Yonder." (Points.) "Set?" Points. "Where do you never see him?" Points. The names of the points are now given. Fortunately the map of the world is now hanging on the north wall, and a row of windows faces the south. Were it otherwise, however, that would only be a slight obstacle to be easily overcome. "Those windows face the—?" "South." "Back wall?" "The north." "The door?" "West." "That large window?" "East." "Ballymena?" "South." "C——?" "West." "That's where you come from, sir." "Where is the sun at 12 o'clock at night?" "Nowhere." Then the arch look, the laughing eye, and the funny face of H——, as he says—

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(1) It does one's heart good to see with what gusto this little fellow comes to the rescue. His eyes kindle—he smacks his lips—he grasps the pointer—he holds up his hand—tightens his belt, and from beneath his teeth you hear a smothered susurration—half laugh, half whisper,—"Let me, sir." In a word, he girds up his loins, as if he were fully bent on scaling the Alps in reality—not pointing to them.

"O, Mr. Given, shines nowhere! He is shining some other place." 'Can you tell?" "Yes, sir, in Australia or some other place." I continue at this a considerable time, in order to make the transfer of these points to the blackboard and map the most natural thing in the world, and not a mere cramming of facts down their throats on my own authority. How easy it is at this stage to show them the mariner's compass, and lines on the map for north, south, east and west.

I have gone over specimens of the Synthetical and Analytical methods, tried with a second class in a National school—giving the real questions and answers. I think I have not used the word "geography" at all, for if they know not the real thing, it is little use filling their mouths with an empty spoon until they have got something to put into it. This spoon (the definition) may be given to them after they are interested, that is to say, a few definitions to a second, and a few more to a third class, and so on.

SECONDARY METHODS OF TEACHING, NOT ONLY THE MAP OF THE WORLD, BUT ALL OTHERS. THE MOST OF THEM APPLY TO ADVANCED CLASSES, WHEN A TEXT BOOK IS PUT INTO THEIR HANDS.

1.—Exercises on copy books to be written at home, such as description of real or imaginary journeys to Dublin, Belfast, New York, Odessa, up the Mediterranean, (the romance of Geography, "thy shores are empires," Phœnicia, Greece, Rome, Carthage, Palestine, the Cross and the Crescent.) The breakfast table, seas and lands crossed to procure it, &c. This also is an exercise in composition and grammar. I have from time to time got some admirable specimens of this method.

3.—Answers to home lessons to be given very often in writing, when under examination, attention to be paid, of course, to spelling and grammar.

Teacher to examine with a definite object in view. If it be mountains, let it be so, and if rivers, let it be rivers. By the way, as the study of rivers is a favorite one everywhere, here is an item of a specimen table drawn up by myself.

Name	Country	Source	Length	Flows past or through	Falls into
Mississippi	U. States	Rocky mts	4 340 miles	Maine Kansas, &c	Mexican Gulf

I have thus tabulated fifty rivers, from the longest to the one nearest home, giving an item or two on the blackboard when needed.

3.—When under oral examination, answers to be marked—keeps up attention.

4.—To bring out the boys in pairs, and to let them examine each other on the map—there is no yawning nor inattention at this exercise.

5.—Blank or outline maps to be used along with the others.

6.—Answering without any maps.

7.—To draw out on slate or paper any of the continents, beginning with Africa, making the capitals, rivers, mountain chains, &c.

8.—Home Lessons from the text books, short and confined mostly to the large print, also to be explained, when necessary, beforehand.

9.—Incidental teaching. When a place is named in books or conversation, to know it from the map. This is very important.

I give the following as an illustration of one of the chief methods of teaching geography. It is an extract from notes taken in pencil during one of my vacation am in the habit of reading such notes to the pupils. The teacher who has not himself traveled can make these notes from good books of travel in the country under consideration.

Wednesday, 7th July, 1869. Leave London for New Haven, to take the steamer for Dieppe. (Different routes from England to France explained.) Beautiful passage—Beechy Head, &c. Dieppe, the Brighton of France—fine bathing place. From Dieppe to Rouen—fine level country—grain nearly ripe—some cutting—blue blouses—no hedges—fields open on both sides of the road—rows of poplars, and willows, and acacias—land, like a patchwork quilt, in long narrow stripe—towns and villages embowered in trees—roses—carriages very comfortable, more so than at home—the pointsmen are generally women. Rouen, a fine old town—the Manchester of France—old cathedral—Joan of Arc burned in one of the squares.

Thursday, 8th—Rouen to Paris—charming cornfields (wheat) and vineyards along the Seine—arrived in Paris at one—march of a regiment—military band—blue uniform—soldiers at every corner. After getting lodgings in Rue St. Honore, we walked in the gardens of the Tuileries—fountains—flowers—bloody scenes enacted here during the first Revolution—palaces of the Tuileries and Louvre, now united, cover an area of sixty acres! The imperial tri-color is waving to-day, a sign that the Emperor is at home. Notre Dame. Place de la Concorde, formerly Place de la Revolution—Louis XVI. Marie Antoinette, Philip Egalite, Charlotte Corday, Danton, Robespierre, &c., were guillotined here. Grand Fountains—Chateaubriand says that all the water in the world will not wash away the blood which was shed here. Magnificent view—in the centre of the gardens is the famous Luxor obelisk brought from Egypt at a cost of £80,000. Palais Royal—shops and gardens—wonderful palaces for grandeur and extent—Boulevards—fine rows of trees along the streets—great heat—fine shade—streets very clean—water in constant use to water the trees running along the side. Versailles—splendid gardens, fountains, and picture galleries. Table d'hote—travelers from all parts of the world—fine cookery. (Stayed three or four days on our return from Switzerland.)

Friday, 9th.—Start for Switzerland, 6.30—a run of 11 hours—275 miles lands us in Macon on the Saone, through a rich and well-cultivated country—wheat and barley harvest—Burgundy vineyards as common as potato-fields at home—from the rails they resemble groves of young aspens or light green currant bushes—not quite ripe—they cover the hills and border the roads—no fences, with very few exceptions, and these exceptions so slight that a boy could step over them. Cherry trees along the road loaded with ripe fruit—great quantity for a penny or deux sous—paradise for boys—see very few—not thickly inhabited. Pass the Cote d'Or, a low ridge of mountains—very beautiful—cultivated and wooded—pass through Dijon, famous for its roses, situated in the middle of these mountains. Stop at the Hotel l'Europe—terrace on the outside, from which Mont Blanc can be seen.

Saturday, 10th.—From Macon to Geneva—fine, rich meadows—bullocks ploughing—bells about their necks—valley of the Rhone—commencement of the Alps—approaching them by France—their sublimity steals on one by degrees. The first range of the Jura looks not higher than the Mourne mountains; but then, as we ascend, "hills peep o'er hills, and Alps on Alps arise." Pass between two or three spurs of the Jura range, and a tunnel bored through one of them four or five miles long. The faces of the range show twistings and con-

[illegible] Switzerland [illegible] to the geologist. A

Edinburgh professor, with note-book in hand, was in raptures with them. The valley of the Rhone, and, indeed, all the way from Macon, is truly both magnificent and delightful—the beginnings of the Alps—the "blue rushing of the arrowy Rhone," bordered by vineyards up the bases of the Alps (on the southern side) as far as human labor can go—Indian corn, nearly in ear—pumpkins, *groves* of fruit trees, etc.

11:45.—Arrived at Geneva, after traveling 105 miles before breakfast, starting, as we did, at 5 o'clock. Best to take the most out of the stuff. It was a slow train, and we saw the country to perfection. After breakfast, walked about Lake Leman (Geneva), and through the city; visited Calvin's cathedral—sat in his study chair—was greatly struck with the height of the nearest Alps, and the blueness and transparency of the waters of the lake, especially where the Rhone leaves it. Fish can be seen through a deep, swift, light violet colored stream, from one of the many bridges, at a great depth. We have a grand hotel, the entrance stair-case being bordered on each side with hot-house plants, the richest and rarest—great size of these hotels—expect to see the monarch Mont Blanc from our bed room. There are three clocks in the hall, showing Swiss, London and French time. (I could here give a series of questions, with the real answers of the pupils, on the difference of time according to longitude, and *vice versa*, but, I forbear, from want of space). The population of Geneva is about 48,000. It is beautifully situated, and has an imposing appearance. The new town seems a collection of palaces, while the ancient part is reduced-looking—streets steep, badly paved, and narrow—so narrow that dwellers in opposite windows might almost shake hands over the way. It is the capital of a canton only fifteen miles long, and as many broad—so small, says Voltaire, that "when I shake my wig I powder all the Republic." "The manufacture of watches is an important one in Geneva, 70,000 being made yearly." But the glory of Geneva is its beautiful lake. The shores of this lake, bordered, as they are, with towns, and villages, and villas, embosomed in trees and gardens—then belts of meadows and vineyards, and in the back-ground the grand snow-crowned Alps over-looking everything, make its neighborhood an earthly paradise.

I see that, were I to give the remainder of my notes, this article would be swelled to an unconscionable length. Hence my visit to the meeting of the blue Rhone, and the muddy Arve, where the indigo and the chalk run side by side, without seeming to unite—the celebrated vale of Chamouni and Mont Blanc (slept at the foot of the mountain)—the sun's rising and setting on the giant's snowy brow, a sight I can never, never forget—the journey from Geneva to Basle on the Rhine, thus traversing Switzerland from south to north—sailing over three of its lakes, including William Tell's—listening to the roar of its waterfalls—threading some of the Alpine passes, and back to Paris, 300 miles by the north-east—if dwelt upon, would carry me beyond the prescribed limits.

Showed a few specimens of plants and flowers gathered by Lake Leman, and among the Alps, to the boys. Interested—wished to handle them, and did so. And so, with the aroma of these Alpine flowers pervading the class room, and among the leaves of my pocket book, I bid Switzerland—ADIEU. *Irish Teachers' Journal.*

EDITORIAL DEPARTMENT.

Pennsylvania School Journal.

LANCASTER, DECEMBER, 1871.

J. P. WICKERSHAM, J. P. McCASKEY.

THE STATE ASSOCIATION.

A "NEW DEPARTURE" SUGGESTED.

THE Executive Committee of the State Teachers' Association will meet in Harrisburg in December, to make arrangements for its next meeting in Philadelphia. We are pleased to see that the teachers of the city are also moving in the matter. A committee of leading teachers appointed by the institute, will meet with the Executive Committee at Harrisburg, to confer in regard to what is best to be done, and how it is best to do it.

Before the meeting of these committees, we have a thought to suggest to their members and to teachers generally. It is that the programme of exercises at Philadelphia should be so arranged as to bring together a representation of all the principal school interests of the State, common schools, high schools and academies, colleges, normal schools, and superintendents of schools; in other words, that we shall provide *for a grand union meeting of all engaged in the work of education in the State.* In our opinion the time has come for a movement of this character, and Philadelphia is just the place to begin it.

Is such a movement practical? If the committees above referred to choose to shape their programme with reference to this end, there can be no doubt of it. Let us see. The school interests above named have much in common; what concerns one, in good part concerns all, for they all seek a common end. Still, each class of agencies has something special, which may need special consideration. If the programme for the Philadelphia meeting can be made to provide for a common meeting for the consideration of that which is of common interest, and special meetings for the con-

sideration of that which is of special interest, the whole ground will be covered—the whole problem will be solved.

And this can be done. It was done at the late meeting of the National Teachers' Association in St. Louis, and it can be done by our State Teachers' Association at Philadelphia. The State Association usually continues in session three days, Tuesday, Wednesday, and Thursday. Suppose the Executive Committee shall provide for sessions only on Tuesday afternoon and evening, Wednesday afternoon and evening, and Thursday afternoon and evening; this would leave the forenoons of each day for the consideration of *special* questions, relating to elementary education, higher education, normal schools, and the superintendency of schools, by those *specially* interested in them. The Executive Committee might, with propriety, and without any unconstitutional stretch of power, designate presiding officers for these several sections, or bodies, and an order of proceedings for them. If the experiment should prove successful, and it be found desirable to adopt the plan as a permanent feature, the constitution could be easily made to accommodate itself thereto.

We are satisfied that this proposed "new departure" would bring together the largest body of educators ever assembled in the State, would add interest and weight to the proceedings of the State Association, would give opportunity for the discussion of many important educational questions hitherto overlooked, and, above all, would tend to unify our whole system of school agencies and interests.

COUNTY SUPERINTENDENCY.

The article on the subject of the County Superintendency, by "Jefferson," in the present number of the JOURNAL, will attract attention. Our own views on the main question raised are well known; but if officers as efficient as the writer of the article could always be chosen by the State Superintendent, we might be willing to modify these views.

If changes in the law relating to the superintendency be desirable, the coming session of the Legislature is the time to press them.

W. W. WOODRUFF.

The article of W. W. Woodruff, on "Compulsory Education," in our October number, has attracted considerable attention. The *College Courant*, of New Haven, Connecticut, publishes the article in full, and comments upon it editorially, as follows:

"In our No. 272, we published an article on compulsory education, by Prof. A. McMillan, in which forced attendance at the public schools was strongly advocated. In our present issue, we lay before our readers an essay by W. W. Woodruff, who maintains with equal force the opposite view of the question. Both are excellent productions on the subject, and each in turn is apparently conclusive, separately considered. Each is a representative article of its kind, and as such we have selected it for the perusal of our readers."

KUTZTOWN NORMAL SCHOOL.

A note recently received from Rev. B. E. Kramlich, President of the Board of Trustees of the Kutztown State Normal School, informs us that Rev. A. R. Horne has accepted the Principalship of that institution, and will enter permanently upon the discharge of the duties of the position on the first of March next. The note adds that all goes well under the acting Principal, Prof. Schaeffer.

WORK IN THE FIELD.

TEN DAYS WEST OF THE MOUNTAINS.

NO school-boy ever felt more relief at the end of his final examination than we, when, on the first day of November, we placed our two annual reports, both longer and more elaborate than usual, in the hands of the State printer, and at 11½ P. M. stepped on board the Cincinnati Express, bound for a ten days' trip to the western part of our State. A change of cars at the Blairsville Intersection, and again at Blairsville, placed us on the West Pennsylvania railroad and set us down at the Butler depot at about 12 M., with a severe headache, owing to the loss of a night's rest, and, perhaps, still more to the hard work done at the desk during the two or three previous weeks. County Superintendent Glenn and Rev. Mr. Thompson, of the Orphan Home, were both in waiting for us at the depot, and we were soon made comfortable in a warm room, and refreshed by a good dinner at the hotel.

The Teachers' Institute of Butler county was in session, and under the skillful instruction of President Miller, of Waynesburg College, and the help cheerfully rendered by leading teachers in the county, was doing a good work. It was exceedingly pleasant to meet here, upon the platform of the Teachers' Institute, instructing the teachers the whole week through, the president of one of our colleges. Let the

institution over which he presides reap the reward of this good will. My own task for the day was, first, a talk of an hour to the teachers; next, a visit to the orphan home, and, finally, an address to the teachers, directors and people, in the evening. This was all duly performed according to programme, and was followed by "calls" at the hotel from citizens, and a serenade by the excellent brass band of the place. Butler is beginning to grow. Property is very rapidly increasing in value. Among other improvements, the directors are erecting a very fine new school house that will cost $35,000. The orphan home is beautifully located a short distance from the town. The buildings are very commodious and the farm contains thirty acres. It was formerly the country seat of Gen. McCall's father. The soldiers' orphans here are about thirty in number, and they are well cared for.

Up and off at 6 A. M., for the Soldiers' Orphan School at Dayton, Armstrong county, *via* Kittanning. Dinner at Kittanning, and a drive of 22 miles with a pair of Indian ponies from Dakota, brought us to Dayton at dusk. The orphan school at Dayton is one of the largest in the State, having at the time of our visit about 240 pupils. It has also been considered one of the best. The buildings were constructed for the purpose for which they are now used, and the farm connected with the school contains 33 acres. The school just now seems to be passing under a cloud, from which, it is hoped, it will soon emerge to shine with a clearer light than ever. We spent every moment of our time in doing what we meant for good, and left at 10 A. M., on Saturday, reaching Kittanning in time to chat an hour with some old friends and take the 3 P. M. train for Oil City and Titusville.

In going from Kittanning to Titusville, one passes through the very heart of Oildom, and he sees little or hears little of anything but oil. All he touches tastes or smells is oily. There is as much to interest the inquiring and to be wondered at by the curious in the oil region to-day as at any former period in its history, but this is not the place to speak of it.

At the Parshall House, in Titusville, by 10 P. M. Here a good sleep and a good breakfast prepared us to perform and to enjoy the duties the Sabbath day brought with it. Our purpose at Titusville was to visit the Soldiers' Orphan School located near the city. Mr. Berry, the proprietor of the school, took us, with others, in his carriage to attend the religious exercises usually held at the school every Sabbath morning. A sermon was preached, hymns were sung, prayers were offered, and, upon being invited, we had our word of advice to give to the children. There was nothing sectarian about the exercises, and we never saw a more attentive congregation. The Sabbath-school met in the afternoon. On Monday morning we again visited the institution, and spent some hours in inspecting the buildings and the operations of the school. Owing to a want of suitable buildings, this school has not been giving full satisfaction for some months past; but with those which have now been provided for it, there seems to be good reason for expecting rapid improvement. The school is large, and the children unusually healthy and contented.

To go from Titusville to Tionesta, in the county of Forest, by rail, takes about three hours, and we reached the latter place at about 3 P. M., and were met at the depot by County Superintendent Rohrer and a committee, composed of directors and citizens, and conducted to the residence of W. D. Irwin, Esq., where we were kindly entertained during our visit, and where we were made acquainted with the county officers and the leading men of the town. Tionesta is a little town of some five or six hundred inhabitants, situated on the left bank of the Allegheny river. It is only three or four years since it became the county seat of Forest county. It has now a fine court house and a number of tasteful private residences. Our meeting in the evening was held in the Presbyterian church and was well attended. Dr. Wm. F. Hunter, president of the school board, was elected chairman, and the editors of newspapers present acted as secretaries. The Forest brass band furnished music. A pretty full and accurate synopsis of our address is published in the *Forest Press*. At its close, the meeting adopted some complimentary resolutions reported by a committee, of which S. D. Irwin, Esq., was chairman.

From Tionesta to Clarion, it is twenty-five miles, and the road is called one of the roughest in a part of the State where there are few smooth ones. It required the buggy in which we were driven just six and a half hours to make the trip. We reached Clarion, however, just in time to look in upon the Institute there in session, a moment before its adjournment. A large audience assembled in the evening to hear our address, and we had all the attention any speaker could ask. In the morning we attended, with the members of the institute, the opening exercises at the Carrier Seminary, and made some remarks to the students, among whom there is a considerable number of normal students. Indeed, the institute aims to become a State normal school, and directly

after the opening exercises we had a conference, in reference thereto, with the board of trustees and officers of the institution. The Lock Haven enterprise in the same district stands in the way, but the friends of education about Clarion think this district is large enough to be divided, and it must be confessed they have strong claims to consideration. The seminary building stands in a commanding position, on a plot of ground consisting of ten acres, and cost some $45,000. The present building was designed for school purposes, but the trustees have about determined to erect one or two additional buildings for boarding halls. The enterprise is a most creditable one, and whether the school becomes a State institution or otherwise, it will do much to promote the intellectual, and, we might add, the material growth of the part of the State in which it is situated. The board of trustees is composed of leading citizens of all parties and sects, and the faculty seems to be a working one. Prof. Steadman, the Principal, has given valuable instruction at several institutes during the present season. An hour's talk to the teachers at the court house and a dinner with the pleasant family of the Rev. Mr. Elder, and we entered the carriage ready to take us to Brookville, seventeen miles distant.

We reached the busy, thriving town of Brookville, the county town of Jefferson county, on Wednesday, at about 5 P. M. Soon after our arrival at the hotel, we were honored by calls from Judges Gordon, Jenks, and St. Clair, Superintendent Lowry, Rev. Dr. Marks, and others, and during the evening by many of the principal citizens. Indeed, we shall never forget the kindness shown us, in many ways, at Brookville. The hospitality of the people seems unbounded. On Thursday, we dined with Judge Gordon and took supper with Judge Jenks, and were compelled to decline a number of other invitations. Our work consisted of addresses to the Teachers' Institute, and citizens on Wednesday and Thursday evenings, and a talk to the teachers on Thursday morning.

Starting from Brookville, at 3 A. M. on Friday, in an old-fashioned, shad-bellied stage, for Clearfield, we reached that place after a rough ride of 41 miles, through the rain and mostly alone, just in time to take the cars for Tyrone and Harrisburg. In bed at 12, and up at work in the Department by 7 A. M., having on our trip of "ten days west of the mountains," traveled nearly 1,000 miles by rail, 200 by stage and buggy, and, besides transacting much other public business, made fourteen public addresses, and visited three soldiers' orphan schools.

PHILADELPHIA.

PHILADELPHIA employs a superintendent of school buildings at a salary of $3,000 a year, and, in employing such an officer, we have no doubt the board of controllers has acted wisely. The members of the board have not time to look after the condition of three or four hundred buildings used for school purposes, keep them in repair, and construct new ones as needed; and, if they had the time, they have not the skill required to do the work. They are not builders. The $3,000 paid the superintendent as salary is saved five, probably ten, times over by having constant, careful, *professional* supervision.

But it is a little strange that the good business men, who see plainly enough the great advantage of having a superintendent of school buildings, do not see the advantage of having also a superintendent of schools. When well considered, every argument in favor of the former office applies with much greater force in favor of the latter. Our good friends in Philadelphia must excuse us if we say plainly that their whole system is sadly out of joint, loosely organized, wanting in unity of purpose and concentration of effort in consequence of the absence of such supervision. There are those, we know, among the leading school men of that city, who realize this want; but might not the efforts to supply it be pushed with more vigor?

What have teachers done, or what are they doing, to secure the establishment of the office of superintendent? If their institute would undertake the work in good earnest, it could be done. Has any move of this kind been made? Teachers have, much more than others, an interest in the matter. To the teachers of the State is mainly due the establishment of the office of county superintendent, and they have been largely benefited by it, both pecuniarily and professionally. Much has been done by it to keep unworthy persons from filling the position of teacher, and to secure to the worthy something like adequate compensation for their services. No teacher of any standing in the whole Commonwealth would now vote for its abolition. What the county superintendency has done for the State at large, the city superintendency would do for Philadelphia. Who will stir the institute up to vigorous action in the matter?

NIGHT SCHOOLS.

The Board of Public Education, on November 6th, opened night schools as follows:

A Night School for Artisans, embracing the departments of practical mathematics, mechani-

cal drawing, business forms and penmanship, natural philosophy and chemistry, anatomy, physiology and hygiene, and steam engineering.

Night Schools at the following school houses;

Geo. W. Nebinger, Carpenter street, above Sixth.
Northeast, Crown and Race.
Keystone, Nineteenth street, above Chestnut.
Harrison, Master, above Second street.
Price, Howard street, above Diamond.
Rutledge, Seventh and Norris.
Manayunk, Green Lane, Manayunk.
Roxborough, at Roxborough.
Crescent, Crescentville, Twenty-second ward.
Chestnut Hill, Chestnut Hill, Twenty-second ward.
Marshall, Sellers street, Frankfort.
Mantua, Haverford street, above Thirty-fifth.
Carroll, Salmon, above Somerset street.
Edwin M. Stanton, Seventeenth and Christian.
Angora, at Angora, Twenty-seventh ward.
Reynolds, Twentieth and Jefferson streets.

Night Schools for Colored Persons at the following school houses:

James Forten School, Sixth street, above Lombard.
Robert Vaux School, Randolph street, between Parish and Poplar.
Colored School, Fifty-eighth and Race streets, Twenty-fourth ward.

This action on the part of the board indicates a liberal spirit. We have no doubt the best results will flow from it.

Since writing the above, we have learned that the nightly attendance at these schools is 3,875, two-thirds of the number being over twenty-one years of age.

THE SEMINARY FOR YOUNG LADIES, AT BETHLEHEM.

WE make the following extract from a recently-published catalogue and circular of the institution named. The seminary has now entered upon its *eighty-seventh* session, and is in a very flourishing condition:

This establishment of the Moravian Church has been in successful operation as a boarding school since the year 1785, and is believed to be the oldest institution of the kind in the United States. Located in a most beautiful district of country, amid the charming scenery of the Lehigh valley, and in a borough whose people have always been distinguished for a high moral tone, and a superior education, this school possesses external advantages that can rarely be surpassed. The seminary grounds are ample, and tastefully laid out. The romantic neighborhood, with its mountains, and river, and islands, furnishes lovely places of resort, which are frequently visited in their proper season.

During the past three-fourths of a century, nearly six thousand of its alumni have spread its reputation over all parts of the Union; and it is upon the favorable opinion and matured judgment of these that the school now chiefly relies for its support. With the progress of society, and the advancement of science, such solid additions and improvements have been made in the accommodations, and in the course of instruction, as to keep the school upon a position of equality with the best institutions of the land; while in the leading principles, and mode of its government, no material alterations have been made, from a conviction that the old system best subserves the general welfare of its pupils, and the purpose of a sound education. The reputation and character of a *fashionable school* are designedly avoided. Solid learning, the discipline and development of the mind, the acquisition of the true principles of morals and religion, and healthful physical development, are considered of paramount importance. No effort shall be spared to impart such an education to the pupils as will fit them for the highest usefulness in this life, and prepare them for an eternity of happiness in the world to come. All the arrangements and regulations of the household are adapted to these ends.

We append the following letter, written by a correspondent of the Philadelphia *Press*, describing the ceremonies commemorative of the eighty-sixth anniversary of the seminary:

BETHLEHEM, PA., October 3, 1871.

Yesterday, at the invitation of its genial president, I was present at the ceremonies commemorative of the eighty-sixth anniversary of the Moravian Seminary for young ladies, at this venerable town, and a more truly enjoyable day I have never experienced. A short description of the exercises may prove of interest to the general reader; and by those who survive of the six thousand alumni by whom the reputation of the school has been spread over all parts of the Union, this account will be read with pleasure.

In the morning, after the usual religious services, conducted in the commodious chapel of the institution, the president, Rev. Francis Wolle, communicated fragments from its early history, followed by an exhibition of, and performance upon, an old-time instrument, a *spinet*—the piano of former days. He also exhibited the first book of accounts of the pupils. Comparison of the charges of 1785 with the present, evinced remarkable changes. The charge for board, washing, and tuition in all the English branches, including the study of the German language, was $14 per quarter. He explained that this was about three cents per day for education, two cents for lodging, two cents each for breakfast and supper, and three cents for dinner, each day. Shoes are charged seventy-five cents; making bonnet, eighteen cents; ride to Nazareth, ten miles, eighteen cents, etc.

In the afternoon the scholars, numbering about two hundred, visited the room in which the school was originally kept. In the evening the pupils and teachers, with about forty guests, sat down to a generous repast, not the least palatable feature of which was the Moravian sugar-cake, prepared in the same manner as was customary a century ago. The excellence of their coffee is also proverbial.

After supper, the president read a letter, written in 1787, by a pupil from Baltimore, addressed to her brother, in which she gives a circumstantial account of her observation in and around the school. Writing about the chapel, she says: "No man or boy enters here." Describing the dormitory, she says: "After we are in bed, one of the teachers, with her guitar and voice, serenades us to sleep." About the church of the village, she remarks: "To call the people together, four French horns are blown, with which you would be delighted."

This was followed by short addresses by Rev. Robert de Schweinitz, as President of the Board of Trustees, the venerable Jediah Welles, and others of the guests, and, after several vocal quartettes of male voices, and the singing of the evening hymn, the company took their departure, highly delighted and charmed with the simple but chaste festivities. J.

TEACHERS' INSTITUTES.

THE Delaware County *American*, of November 1st, has the following sensible editorial on the subject of Teachers' Institutes:

The necessity of Teachers' Institutes, and the good derived therefrom, will not be questioned by any one who closely observed for a single hour the practical working of that held in Media last week. There has been a gradual improvement in these assemblages, but that shown by the present year was more marked than in any before it, and in no particular more than in that most needed—in active, zealous work by the teachers. Some years ago we urged the complaint that these affairs lacked the only characteristic that could promote life and usefulness, that they were not the institutes of the *Teacher*—rather that the teacher was but part of the audience, called to listen to whatever might be said by those brought from abroad and drilled for the occasion. The objection was then well taken. Happily it no longer obtains. In the institute of last week, the identity of the teacher was well established, and the task of the lecturer was, as it should have been, only to instruct in fundamental principles, and to vary the proceedings with whatever might be new and interesting. The debates were freely participated in by teachers of both sexes, and so of everything else. We were pleasantly surprised on Wednesday, and that was but one of the surprises of the week. An eminent lecturer on the philosophy of education had closed remarks at once skillful and practical, when a lady teacher asked the readily accorded permission of the superintendent to say a few words touching the point of "dumb pupils." In language clothed with nothing more than a pretty embarrassment, yet terse, earnest and practical, she endorsed the theory that all have an innate desire to learn something, and then applied the methods for handling those who were apparently unambitious, slow or inapt. The method of all methods is a careful knowledge of "human nature," and through this would come the knowledge and power to direct the tendencies of the pupil in accordance with his aim, and success in this would lead to success in other steps. While all, and especially those lacking natural ability, could not become great or learned, yet each and all could be useful in their respectives desires and standards. She closed with an appeal to her fellow-teachers not to be discouraged in any attempt to train their dumb pupils—an appeal just as eloquent as it was brief, and sat down amid applause that was only partially suppressed by the time and occasion. This is but one example illustrative of the fact that our institutes are now becoming *teachers'* institutes—of the teacher, by the teacher, and for the teacher. It is a great first step, well and firmly taken, and the others are easy. It shows purpose, self-reliance, work. The credit attaching to this state of things is due alike to the superintendent and teachers themselves, probably as much to one as to the other; and if the plan is continued—as it doubtless will be—the necessity for expensive lecturers and instructors will be obviated in a few years, and brilliant audiences will gather to applaud and welcome the accomplishments of those with us and of our own county.

The late institute was successful in other respects—in attendance of directors and citizens during the day sessions, and in the patronage afforded by the many who attended the evening entertainments and lectures It was well handled throughout, and throughout well appreciated.

INQUIRIES.—A warm friend of general education, W. D, of Westmoreland county, makes certain inquiries of the correspondents of the JOURNAL. Will some of them answer him? We take the liberty of condensing his letter, but without, we trust, obscuring the meaning.

He admits that under a government like ours, the people must be both intelligent and virtuous. He admits, further, that they cannot be made intelligent without some system of popular education. But he does not see that education is necessary to virtue, and demands proof that it is so. He says: "Some of your correspondents make ignorance the parent of crime; but I cannot understand their reasoning, for it is not hard to imagine a man, who in faith believes and obeys the divine commands without being able to read a word, since it is belief alone that prompts men to duty, whether received orally or by the written word."

And again he says: "I would be pleased if some of your correspondents would show what benefit Greek or Latin, Hebrew or French, is to a man at the plow, anvil or bench—what good the higher branches of mathematics would do him when he has not time to devote one minute to them—what need of philosophy to one who scarcely knows how to earn bread enough for himself and family. If some of the writers who talk so flippantly of running the children of the State all the way up from the common school to the university, would point out in plain words a feasible mode of doing it, they would confer a great favor upon many of your dull but earnest readers."

He adds: "I think the State was made by the people for the people, and not the children for the State; and if the State affords them the means of obtaining a sound education, there its duty ends."

LIFE AMONG THE SCHOOLS.

A PRAISEWORTHY ENTERPRISE.—We have received the first number of a neat little magazine, entitled *Gleanings from the Schools*, edited by the students of the high school and grammar schools of the borough of York. The number before us, both in the character and variety of the matter and the good taste shown in its arrangement, does great credit to the young editors and contributors. The following is an extract from their greeting:

"In the enterprise thus undertaken we assume no 'airs of importance,' and only say to the public that this is a student's paper and under the control of students. Our aim will be to present monthly to our readers such thoughts gathered from the schools as may prove not unworthy of their perusal, and contribute, in some degree, to the promotion of educational interests in the community.

"The progress of the past year in the organization of a high school, presenting advantages of public education not possessed before in our town, the establishment of two grammar schools as preparatory to admission to the high school, the thorough grading of all the schools, to the lowest primary grades, all indicate that as students our responsibilities are proportionately great. We can but express our grateful acknowledgments to the Board of Controllers in devising so liberally for our interests and to our instructors for their earnest labors in our behalf.

"Deeming it appropriate to have some medium of communication with each other, desiring to improve ourselves and to indicate our progress to patrons and friends of education, we send forth our little sheet hoping and believing that it will be kindly received by a generous public."

Our Schools.—We refer with pleasure to the report of the principal of our common schools for the first month of the term. A glance at the report will convince every one that the initial month has been a grand success, as the percentage of attendance is indeed remarkable—better than ever heretofore. The regularity of the presence of the pupil in the school room is the very best evidence of the success of the school in every respect. Irregularity disorganizes and disarranges a school, and makes progress in study and proper discipline a matter next to impossibility. The Bedford union schools present a record of punctuality of attendance, which naturally must result in a corresponding progress in the different branches taught, that is certainly very gratifying to all friends and patrons of the institution. We are pleased to note that our common schools are in a most flourishing condition. This is due, in a great measure, to the interest manifested by the present board of directors, who have spared no means to bring them up to a high standard. An excellent and efficient corps of teachers are at the helm, and if they are properly sustained by those whose children are under their care, we have the utmost confidence that all will be well in the union schools the present term.—*Bedford Reporter.*

A New Departure.—Our school board, which is now larger than the Rhode Island Senate, organized finally on the 31st day of October, under the new law consolidating the school and academy property. The board is now composed of the following gentlemen: Isaac Johnson, Robert Mitchell, Dr. T. Jeff. Boyer, T. H. Murray, Francis Short, Ex-Gov. Bigler, Wm. M. McCullough and Senator Wallace.

The first six were elected at the October election, under the cumulative voting system, and the last two were appointed by the Trustees of the Academy, in accordance with the late act of Assembly. We were not present at the organization, but learn that the whole board is in favor of erecting a first-class school building, which will cost from $20,000 to $25,000, besides which, they are going to call upon all the old collectors and treasurers and demand a settlement of their accounts. This may astonish some of the old gentlemen, and will certainly be looked upon as a new departure. But we hope they will all turn out and settle up. Good private dwellings, costly churches, and any number of children, but the most miserable school buildings on the globe. We have no one to send to school, yet we are ashamed of our school houses. We cannot imagine how those feel who have from a dozen down to send to those filthy dens.

Clearfield Republican.

OLD FRIENDS AND NEW.

We acknowledge, since our last issue, good lists from a number of the friends of the Journal. Co. Sup't Geo. W. Snyder, of Clearfield, sends us 41 names; Charles H. Dale, of Venango, 41 names; James W. Baker, of Delaware, 36 names; George L. Maris, of Chester, 34 names; D. F. Tussey, of Huntingdon, 20 names; H. B. Eastburn, of Bucks, 18 names. Our thanks are also due Messrs. Jesse Newlin, Wm. A. Lindsey, Wm. Moyer, George W. Lloyd, Elias Horton, Samuel Glenn, C. C. Taylor, H. D. Persons, Hugh McCandless, D. H. E. LaRoss, W. J. Milliken, Wm. G. Fee and others, for lists of subscribers. We hope to extend our circulation largely among the teachers and directors of the State, and it shall be our constant aim that our readers shall be the better able to perform their work because of the monthly visits of of this magazine. Our readers will please bear in mind the fact that subscriptions may begin only with the January, April, July, and October numbers, and in ordering the Journal they will please state with which month they wish to begin, otherwise we shall mail from the month nearest the date at which their orders are received.

Official Department.

Department of Common Schools,
Harrisburg, December, 1871.

PERMANENT CERTIFICATES GRANTED.

NO.	NAMES.	RESIDENCE.	
811	Martin L. Knight.....	Industry, Beaver	co.
812	Mary E Buckwalter..	Mount Joy, Lancaster	"
813	Wm. M. Bohr.....	Union Forge, Lebanon	"
814	Elmina Stager.....	Lebanon, "	"
815	John W. Maguire.....	" "	"
816	Aaron Weikel.....	Shannonville, M'tgomery	"
817	M. Emma Spare.....	Collysville, "	"
818	E. Josie Fleck.....	Norristown, "	"
819	E. J. Brochlehurst....	Satterfield, Mercer	"
820	James B. Law.....	Cabinet, Montgomery	"
821	W. L. Walton.....	Hatboro', "	"
822	Anna Hallman.....	Fairview, "	"
823	Agnes J. Magee	Fort Washington, "	"

SALARY INCREASED.

At a convention of School Directors held at Lock Haven, Clinton county, October 27th, the salary of Prof. A. N. Raub, County Superintendent, was raised from $800 to $1,200.

INSTITUTES.

Clinton,	Lock Haven,	Dec. 5
Dauphin,	Middletown,	" 11
Juniata,	Mifflintown,	" 18
Northumberland,	Sunbury,	" 18
Lycoming,	Hughesville,	" 18
Lehigh,	Allentown,	" 18
Cambria,	Ebensburg,	" 19
Altoona,	Altoona,	" 19
Greene,	Waynesburg,	" 25
Huntingdon,	Huntingdon,	" 25
Columbia,	Bloomsburg,	" 25
Perry,	New Bloomfield,	" 25
Washington,	Washington,	" 25
Snyder,	Selinsgrove,	" 26
Northampton,	Bethlehem,	" 26
Montour,	Danville,	" 26
Blair,	Martinsburg,	Jan. 1, 1872
Armstrong,	Kittanning,	" 1, "
Adams,	Gettysburg,	" 15, "

VALUE OF SCHOOL PROPERTY.

We publish below the estimated value of the school property in a large number of our principal cities and towns. The low value set upon the school property in some of our larger cities is very significant:

Pittston.....	$ 27,000	Pittsburgh	$1,089,797
Plymouth	25,000	Gettysburg.....	10,000
Scranton	150,000	Kittanning	36,000
Wilkesbarre.....	85,000	New Brighton...	25,000
Williamsport....	103,000	Troy	25,000
Greenville.....	20,000	Reading.....	325,000
Mercer.....	18,000	Altoona	60,000
West Middlesex	20,000	Bedford.....	20,000
Sharon.....	25,000	Johnstown.....	55,000
Pottstown	32,000	Mauch Chunk..	25,000
Norristown	72,500	Bellefonte	27,000
Conshohocken...	32,000	Phenixville	28,960
Danville.....	40,000	West Chester....	35,000
Bethlehem.....	55,000	Coatesville.....	25,000
Bethlehem, S...	25,000	Lock Haven.....	50,000
Easton.....	125,000	Bloomsburg.....	21,100
Shamokin.....	34,000	Meadville	85,000
Sunbury	27,000	Carlisle.....	35,000
Port Carbon.....	24,000	Middletown.....	40,000
Pottsville.....	110,000	Harrisburg.....	229,000
Tamaqua.....	36,000	Chester City.....	93,000
Lewisburg.....	23,000	Erie	177,600
Oil City.....	20,000	Uniontown	53,000
Franklin.....	50,000	Chambersburg...	22,000
Washington	20,000	Lancaster.....	46,000
West Newton..	20,500	Columbia.....	25,000
Greensburg.....	25,000	Lebanon	45,000
York.....	45,000	Allentown	380,000
Allegheny City..	483,000	Catassauqua.....	58,000

SCHOOL STATISTICS.

We publish below a circular concerning school statistics, issued to city school superintendents, by Wm. T. Harris, Superintendent of St. Louis Public Schools. The reform in the mode of keeping the statistics of school attendance, suggested in the resolutions accompanying the circular, is worthy of careful consideration. Indeed the whole subject of school statistics in this State, as well as elsewhere, demands attention. Let the discussion begin at once:

TO CITY SCHOOL SUPERINTENDENTS, REGARDING SCHOOL STATISTICS.

St. Louis, Mo., Sept. 20, 1871.

To.....

Superintendent..... Schools.

Sir: With a view to secure uniformity in one of the most important items of school statistics, the following preamble and resolutions were offered at a meeting of the Superintendents' Section of the National Educational Association, at its session in St. Louis, August 24, 1871, and referred to a committee, of which the undersigned is chairman. Believing that the presentation of a report on the subject, one year hence, will not secure the result aimed at, the undersigned has taken this means, by and with the consent and approval of Superintendent J. L. Pickard, of Chicago, and Superintendent John Hancock, of Cincinnati, to bring this subject directly before those most interested in the matter. I propose that an immediate trial of the scheme here offered be made, commencing with the 1st of November, 1871.

Should you approve of this course, and take the requisite measures to have the same introduced into the schools under your charge, at the time specified, you are respectfully requested to notify me, in order that the fact may be communicated in a subsequent circular.

☞ The old system of keeping the "number belonging" may be still continued for disciplinary purposes, and the new one adopted for purposes of comparative record.

WM. T. HARRIS,
Superintendent Public Schools,
(P. O. Box 2398.) St. Louis, Mo.

Preamble and Resolutions offered at the Meeting of the Superintendents' Section of the National Educational Association in St. Louis, Aug. 24, 1871:

Whereas, the present system of keeping statistics of school attendance is imperfect—

1. Because it combines in one item the record of the pupil's irregularity and the record made against the pupil as an incentive to secure greater regularity, thus making the statistical record depend somewhat upon the strictness of the teacher in suspending pupils; and

11. Because it allows a different margin of registration for sick pupils from that for others, and again makes a difference between those who are absent intending to return, and those who withdraw without such intention.

And Whereas, it is desirable to have three items in the record of school attendance entirely independent of the strictness or laxity of the teacher, and free from all arbitrariness whatsoever, to wit:

1. The total number registered or enrolled from the beginning of the scholastic year, without reference to length of time, members of school, or whether present members or not, *minus* those received by transfer from other schools in the same system (*ie.* city or township); and,

2. The average number of those in daily or semi-daily attendance, counting together the number present each day, and dividing the sum by the total number of days in the given time; and

3. The average daily or semi-daily *number belonging*, an item embracing not only those in actual attendance, but those reasonably expected—the actual attendance *plus* those temporarily absent.

[*Note* (1.) The total enrollment compared with the actual average attendance shows the irregularity of population, and the insufficiency of zeal or means on the part of the people at large to continue their children at school the whole scholastic year.

(2.) The average number belonging compared with the average daily attendance shows the temporary irregularity, and indicates the strictness of discipline on the part of the teacher, the moral tone of the pupils, and, to a large extent, the prevailing tone of the community.]

For these reasons, *Be it Resolved*, That that there be three items kept in the record of attendance, and that each of these items be kept carefully distinct from all records intended to have a disciplinary effect.

Be it further *Resolved*, That instead of the present method prevailing for the item of *average number belonging*, the following method be adopted:

That in all cases of absence from school, whether with intention of returning or not, whether the case be occasioned by sickness or other causes, including suspension of the pupil, *but* excepting solely the case of transfer to some other school in the same system; that the pupil's name be kept on the roll as *belonging* for *three whole days*, and

dropped uniformly, in case he does not return on the seventh half-day.

BRIEF RESUME OF PRINCIPALS.

I. "How to improve attendance," should be kept separate from "How to get statistics."

II. There must be a margin sufficient to show temporary irregularities. This margin should hold and exhibit the effects of all withdrawals from school of whatever kind.

III. Careful attention should be paid to regulations regarding transfers.

SUPERINTENDENTS COMMISSIONED.

P. D. W. Hankey was commissioned County Superintendent of Adams county for the unexpired term of J. Howard Wert, resigned. Mr. Hankey's post office address is Gettysburg.

Thomas Severn has been commissioned City Superintendent of Reading, at a salary of $1,200 per annum.

NOTES ON THE INSTITUTE CAMPAIGN.

BEDFORD.—The institute met September 25, and continued in session five days. The whole number of actual members, 196; and the largest number of spectators present at one time, 300. The names of those who gave lectures and instructions are as follows: Miss Emma Garfield, Miss C. Stewart, Professors Waugh, Stevens, Jordan, Reynolds, and the county superintendent.

TIOGA.—The annual session of the institute was held at Mansfield, commencing October 9. It is pronounced to have been the largest and most successful educational meeting ever held in the county. Number enrolled as actual members, 325. The instructors and lecturers were Professors F. A. Allen, Verrill, Stevens, Winters, Rev. J. L. Reynolds, and Mrs. Anna Randall Diehl. At the close of the Institute the teachers presented the county superintendent with a beautiful silver tea service.

BUCKS.—The institute was held during the week commencing October 23. The number enrolled was larger than that of any previous session, being 270. The court house was crowded nearly all the time. Lectures and addresses were delivered by the following named persons: Hon. E. E. White, Daniel Dougherty, Esq., Rev. A. A. Willits, D.D., Rev. W. C. Cattel, D D., Miss Flora F. Parsons, Professors, Shoemaker, Harding, and Woodruff. There are 36 districts in the county, and all but one granted at least three days to the teachers to attend. Many granted all the time.

CLEARFIELD.—The institute held its annual meeting at the county seat, commencing October 23. It was, in many respects, the most successful institute ever held in the county. The attendance of the teachers was quite good, and the interest manifested by the public was most commendable. A large and intelligent audience filled the court-room every evening. The instructors and lecturers were: Hons. William Bigler, William A. Wallace, G. R. Barrett, J. B. McEnally, Prof. P. L. Harrison, Rev. J. H. McCord, Rev. H. S. Butler, Dr. A. M. Hills, J. H. Fulford, Esq., Henry Houck, Deputy State Superintendent, W. H. Prideaux, J. A. Gregory, F. W. A. Shultz, and quite a number of leading teachers.

DELAWARE.—Institute met at Media, October 23. Whole number of actual members, 108. Largest number of spectators present at one time, 300. All the teachers under the supervision of the county superintendent present, except three, and two of these could not be present on account of sickness. The instructors and lecturers were Miss Flora T. Parsons, Dr. Alex. Reed, Rev. L. F. Bilth, Rev. J. W. Dale, Hon. H. C. Hickok, Dr. A. A. Willits, Dr J. T. Coates, Profs. M. A. Newell, and J. B. Roberts.

MERCER.—The Institute, held at Mercer, October 23, attended by 165 teachers. The largest number of spectators present at one time, 400. Dr. Frank Taylor, Rev. O. H. Miller, Rev. J. R. French, Dr. J. M. Eaton, Professors McKee, Stewart, Hubbard, and Barlow, delivered lectures and gave instructions.

CHESTER.—The institute for this county was held at West Chester during the week commencing October 30th. The names of 528 teachers were enrolled and at least 1,000 spectators were present at different times. The names of those who gave lectures and addresses are as follows:

Hon. J. W. Patterson, Hon. H. C. Hickok, Hon. John Hickman, Hon. E. E. White, Theodore Tilton, Daniel Dougherty, Esq., Wayne MacVeagh, Esq., Marriott Brosius, Esq., Rev. A. A. Willits, D. D., Rev. Wm. E. Moore, Profs. J. B. Roberts, Amos Stevens and Miss Flora T. Parsons.

LAWRENCE. — Institute commenced October 30th and adjourned November 3. Number of teachers enrolled 176—a larger number than at any previous session. The teachers appeared to enter more into the spirit of the institute than they did formerally. The instructors and lecturers were Prof H. S. Jones, Dr. Frank Taylor, Rev. B. M. Kerr and Miss Emma Garfield.

WYOMING.—The annual institute was held at Tunkhannock, October 30. Whole num-

"knout," and according to Russian law and practice, to-day, any criminal judge may inflict a sentence not exceeding one hundred lashes. Though in the military and naval service of the United States flogging is abolished, in the criminal code of one State at least, it is still retained. Little Delaware must make haste to reform, or the Diamond State will be distanced by Russia.

The sales of silver in New York, for consumption by manufacturers of silverware, including bars of refined Mexican dollars, are said to aggregate $5,000,000 annually. Including the consumption of perecious metals by manufacturing jewels of all sorts, this aggregate is increased several fold, the estimate of New York being alone $15,000,000—that is to say, $5,000,000 in silver and $10,000,000 in gold; and this is exclusive of what is known as "rolled stock," or ribbons. The fact is asserted that there is more silver used for domestic purposes in the United States than any other country in the world.

From a paper on the vertebrate animals of Australia it appears that no woodpeckers or humming-birds have ever been met with in that country. Among birds, the parrot is the most prominent. Reptiles abound, among them a species of crocodile, individuals of which frequently grow to the extraordinary length of thirty feet, and occasion much trouble to the colonists. No one of the five venomous snakes of the country is so deadly as the English viper. The number of known harmless species is seventy-five.

The United States will not send out any expedition or join with any European nation in sending out any for the observation for the total eclipse of the sun on December 12th. Great preparations, however, are being made for obtaining observations of the approaching transit of Venus in 1874. It will be visible only in Australia and along the coast of China and Japan, and it is the intention of the Government to send a large scientific corps to that portion of the globe.

Whenever Burke found himself indisposed, he ordered a kettle of water to be kept boiling, of which he drank large quantities, sometimes as much as four or even five quarts in a morning, without any mixture or infusion, and as hot as he could bear. His manner was to pour about a pint at a time into a basin, and to take it with a spoon as if it had been soup. Warm water he said would relax and nauseate, but hot water was the finest stimulant and most powerful restorative in the world. He thought it a sovereign cure for every complaint, and not only took it himself, but prescribed it with the confidence of a Sangrado to every patient that came in his way.

Music in German Schools.—German schoolmasters are examined in music as follows: Theory, origin, composition and definition of chords; correct transcription of a choral; statement of the principles of difficult consecutive chords; knowledge of common and simple transitions from one key to another, and some knowledge of the construction of organs; in singing, they must be able to give the note, either in the major or minor key; must sing a choral from notes, and be able to lead in part singing; in organ playing, they must be able to play an easy choral and voluntary correctly.

A boy writes a composition "On Sticks." He says: "There are a great many kind of sticks in this world, some big and some little. Some are sticky and some are not. There are large sticks of wood, and that is one kind of sticks; and there are little bits of sticks, and that is another kind of sticks. Some people when they are handling money, it sticks to their pockets. so that is another kind of sticks. Sometimes when a boy is doing an example he gets stuck, and that is another kind of stick. Sometimes when a horse is going along in muddy weather he gets stuck in the mud; that is another kind of stick. That is all I can think of now, so that is another stick."

There is a school in the Charleston jail, under the care of the jailor's wife, Mrs. J. C. Clausen. The method of instruction is somewhat peculiar, but admirably adapted to the condition and wants of the scholars. Upon the blackboard, extending around the school room, are written words of one or more syllables, arranged for beginners and those more advanced in spelling. After each lesson is thoroughly learned by the scholars, another is written upon the blackboard, thus doing away with the use of books. The same plan is adopted in reference to arithmetic. The pupils are drilled in the Ten Commandments, and are not permitted to leave the school room until they are perfect in the lessons of the day.

American Cities.—In the United States there are four hundred and nine incorporated cities, the oldest being St. Augustine, Florida—a municipality, however, with but small population, the census giving it only 1717. These cities chiefly abound in the West, where it is the custom to dignify towns of small calibre by an incorporation; so that whilst in the Eastern and Middle States an incorporated city rarely has less than 20,000 people, in the West many have as low as 2,000.

The new English expedition, which has been in preparation for a considerable time has just started for the Holy Land. It has been placed under the charge of Captain R. W. Stewart, R. E. Captain Stewart's main work will be the completion of the survey of Palestine. How much this is wanted is only known, perhaps, to map makers and professional geographers, but every one who has really studied the Old Testament history can tell of undiscovered sites and places whose positions seem to be lost altogether. To rediscover those will be one of the aims of the exploring party.

Who is Old?—A wise man will never rust out. As long as he can move and breathe he will be doing for himself, his neighbor, or for posterity. Who is old? Not the man of energy, not the day laborer in science, art or benevolence; but he only who suffers his energies to waste away, and the springs of life to become motionless; on whose hands the hours drag heavily, and to whom all things wear the garb of gloom.

The training of women in the duties of domestic economy is attracting great attention in England, and an institution is to be established under the patronage of the Earl of Shaftsbury, and other distinguished philanthropists for the purpose of teaching the art of housekeeping. Lessons in cookery and baking bread are to be given, and lectures are to be delivered on food, cooking, housekeeping, the laws of health, and other subjects of importance.

Every conversation with company at your table is an educator of the family. Hence the intelligence, and the refinement, and the appropriate behavior of a family which is given to hospitality. Never feel that intelligent visitors can be anything but a blessing to you and yours. How few have fully gotten hold of the fact that company and conversation are no small part of education!

A beautiful piece of Roman mosaic pavement has been recently found at a depth of twelve feet under a carpenter's shop in Cordova, Spain. Only a portion of it has been laid bare, but as far as exposed it consists of four figures, supposed to represent the seasons. Each bit of mosaic is less than a quarter of an inch square, and con-

sists of marbles of almost every shade of color. The work is of beautiful finish, and in an excellant state of preservation.

The heights of mountains, as given in books, are not ascertained by measurement with a theodolite, but, as given, they indicate the height of their summits above the level of the sea, ascertained by comparing the temperature at which water will boil with that at which it boils on the sea-shore. There is plenty of prairie land in the United States higher far than the tips of the Alleghanies.

Home Cheerfulness.—Many a child goes astray, not because there is a want of prayer or virtue at home, but simply because home lacks sunshine. A child needs smiles as much as flowers need sunbeams. Children look little beyond the present moment. If a thing displeases, they are prone to avoid it. If home is a place where faces are sour and words harsh, and fault-finding is ever in the ascendant, they will spend as many hours as possible elsewhere. Let every father and mother, then, try to be happy. Let them look happy. Let them talk to their children, especially to the little ones, in such a way as to make them happy.

The Texas Legislature has just adopted a common school system for that State, in which compulsory education is a prominent feature. A term of schooling, not less than four months in each year, is required of "all the scholastic population." The school directors of the several districts may separate the blacks and whites, if, in their judgment, "the peace and success of the school, and the good of the whole may require," or they may require the attendance of blacks and whites in the same school.

The educational statistics of British India show that the school-going population, calculated on the basis of one-sixth of the whole, ought to be twenty-five millions. It is only one million and ninety-six thousand. The highest percentage obtains in Coorg, where one in sixty goes to school; the lowest in Bengal, where it stands at one in one hundred and eighty. Nearly 166,000 natives are now annually being taught English.

Harvard University has now 92 officers of instruction and government, with two professorships to be filled, and many lecturers annually appointed. An undergraduate's necessary expenses are from $353 to $581, a law student's $202 to $439, a theologian's $268. Seventy-one scholarships range in annual income from $75 to $450. The libraries have 187,000 volumes.

In compliance with the act of the Massachusetts Legislature to provide for free instruction in mechanical and industrial drawing, Boston has begun the work, by providing accommodations at the Institute of Technology for about six hundred students, who are now under instruction four evenings in each week. Hundreds of applicants have been turned away for want of accommodation.

To husband strength, mental and physical—to husband and govern power, passion, every impulse and every attribute of our nature, so that there may ever be with with us the reserve strength for use and enjoyment—is one of the chief secrets of happiness. Excess in pleasure or employment is the bane of life. To stop a little short of the point of repletion is the golden secret.

In Mississippi, nearly three thousand public schools have been established under the present common school system, during the past six months, with upward of eighty thousand pupils, under the tuition of between three and four thousand teachers.

The Baptists in the State of Missouri have eight colleges under their control, three of them being for ladies. The wealthiest of these institutions is William Jewell College, the total assets of which exceed $200,000. It is now proposed to establish a college for ladies, of a higher grade than any other female college in the State.

If we apply ourselves seriously to wisdom we shall never live without true pleasure, but learn to be pleased with everything. We shall be pleased with wealth, so far as it makes us beneficial to others; with poverty, for not having much to care for; and with obscurity, for being unenvied.

Indiana is reported to have the largest school fund of any State in the Union, the amount being nearly ten millions of dollars. No better evidence is needed of the wisdom of those who have legislated for her educational interests.

During last year, 645 school houses were built in Ohio, costing $1,392,000. The school children number 1,041,682. Cleveland expended $441,673 for public schools, last year. 13,813 children, of 21,664 enrolled, are in them.

Alluding to the United States loan, one of the English papers says: "A government which has within five years redeemed nearly five hundred millions of the obligations created in the conduct of a great war, and which has at the same time largely cut down the fiscal burdens of the people, stands in a position which investors knows how to appreciate."

A learned professor has demonstrated before the British Association that no thickness less than 2000 or 2500 miles would enable the crust of the earth to resist the tide generating force of the sun and moon. A thinner crust, he says, would be bulged up by a tide within the molten mass, like the tide of the ocean.

The Emperor William of Germany is in his seventy-fifth year, but his hair and beard alone betray his age. His complexion is still fresh, and his powers of endurance are still great. It is thought that he owes his physical powers to his simple, soldier-like mode of living, although he comes of a strong and hardy family.

The last census of London shows that that city has a population of 3,251,804—an increase of 447,815 since 1861. It should be considered that a very large number of people have taken suburban residences in the last ten years, availing themselves of the increased railroad facilities, so that these figures do not include all who do business in the great city.

The Governor's message reports education in Rhode Island as prosperous and progressive. He recommends the establishment of a normal school, and the revision of the truancy act, so as to make it more efficient. The new Holtz electrical machine, at Brown University, produces a fifteen-inch spark.

In Minnesota, 3,000,000 of acres have been set apart for the support of common schools. 375,000 acres have been sold for $2,500,000. It is estimated that the whole amount of land, when sold, will produce a permanent fund of $18,000,000.

The library of Congress contains now 167,668 bound volumes, beside about 30,000 pamphlets. The operation of the new copyright law has increased the library during the past year to an unusually large number. Upward of 5,000 copyrights have been recorded in the Librarian's office during less than six months.

Professor Henry says that the observations of the Smithsonian Institution, which extend over a period of twenty years, have as yet failed to confirm the popular belief that the removal of the forests and the cultivation of the soil tend to diminish the amount of rainfall

ANOTHER party of Japanese have arrived in this country. They are to attend school in the United States and Europe. General Eaton is having prepared an outline system of education in the United States for the use of the Japanese Minister.

THE gifts and legacies secured to Dartmouth College within the past year have amounted to about $80,000. Among the gifts was a telescope costing $4,000.

AN Irish schoolmaster recently informed his pupil that the feminine gender should be applied to all vessel and ships afloat, except mail steamers and men-of-war.

THE German universities, notwithstanding the war, appear to be filling up with attendants on the courses of lectures eight of them during the present summer term having over 7,000 students.

A NEW PROFESSORSHIP—Judging from the lives of some learned men, we are wont to ask whether the department of common sense was open to them while they were being educated. Ought we, in this day of reform, to create a new professorship—a professorship of common sense?—*Indiana Journal.*

THIS is what Esau saw in Warsaw. He tells it for the little folks and the grammar classes: "Of all the saws I ever saw saw, I never saw a saw saw as I saw a saw in Warsaw saw."

NOVA SCOTIA has followed the example of Ontario, and adopted a system of unsectarian public schools, to be supported by direct taxation.

THE class in Chinese at Cornell University is constantly increasing in size and interest. It is proposed to add a chair of Asiatic languages.

A LAD of eight years old, in one of the American public schools, having been told that a reptile "is an animal that creeps," on being asked to name one, on examination day, promptly replied, "a baby."

A TRUE FRIEND.—What is a true friend? A true friend is he who not only shows himself so when the frowns of misfortune fall upon us, but even when we treat him as a foe builds friendship's altar higher and firmer with the very stones cast against him by our folly or perverseness.

A LONDONER has invented a street lamp, with strips of looking-glass arranged in its roof, somewhat after the manner of a Venetian blind. It is said to throw three times as much light upon the street as the ordinary lamp.

THE gentlemen most noted for wealth, in New York, are becoming somewhat conspicuous for age. William B. Astor is 78; A. T. Stewart, 70; Vanderbilt, 78; Daniel Drew, 71; Peter Cooper, 81; George Law, 73; William Cullen Bryant, 77; and James Gordon Bennett, 75. All except the last are still actively toiling in business harness.

IT is generally believed that the yield of gold in California, has been steadily decreasing; but the contrary seems to be the fact. The deposits at the San Francisco mint for the first eight months of 1870, were 719,211 ounces of gold, and 209,104 ounces of silver, against 532,686 ounces of gold in 1860, and 398,681 in 1867.

A SHARP newspaper war is in progress in London on the subject of literary piracy. The correspondents are very severe on American publishers of British productions, and an international law of copyright is universally demanded.

THE Troy *Whip* reports neighboring farmers cutting their cornstalks, curing and housing them for cattle feed, singing, "Fodder, O fodder, come home with me now."

AVOID laziness. There is plenty to do in this world for every pair of hands placed on it, and we must so work that the world will be richer because of having lived in it.

A TABLE just printed of the daily wages paid in this country for mechanical labor shows that for nearly all kinds of handicraft work, the average rate of wages is higher in the New England States than in the Middle, the Western or the Southern States.

A CONTEMPORARY says: "The fearful mortality which has raged for the last fifty or sixty years among the servants of George Washington and Andrew Jackson has at length attacked the nurses of our later Moses—Mr. Johnson. It is predicted that in another hundred years there will not be a half dozen of them left."

HAD the Chicago fire occurred before the era of railways and telegraphs it would have been even a much greater calamity, owing to the inability of the people there to make known their sufferings in time to secure prompt relief.

AFTER the great fire in London in 1666, Parliament enacted that every house should be built with party walls, and all in front raised of equal height, and those walls should be of stone or brick, and that no man should delay building beyond seven years.

THE largest rope in the world has been completed in Brimingham, England. It is about six miles long, five and a quarter inches in circumference, and weighs over sixty tons.

A MAN in New Hampshire declined to subscribe for a paper because it helped to build up the business of the place, and the wealthier the town was, the higher his taxes would be.

THE most recent effective result of amateur administration of quack medicine is reported from Iowa, where an incensed gentleman killed a burglar with a shot-gun, loaded with Prof. Somebody's patent pills.

ENGLISH Universities are now thrown open to all, and recently, for the first time since their institution, the degree of master of arts has been conferred upon a Roman Catholic and a Jew.

THE *Underwriter*, good authority on insurance matters, estimates the losses of insurance companies by the Chicago fire at one hundred millions of dollars. The Chicago papers call loudly for the better regulation of the fire insurance business, by State authority.

DIO LEWIS declares that the present system of employing doctors is wrong, and advises people to make contracts with them at $200 a year for each family, and a deduction of two dollars for each case of sickness!

THOUSANDS of farms in France and Germany are divided one from another only by a narrow path; in this country the cost of fences is estimated at $300,000,000.

THE farmers of California propose to cultivate the Italian sunflower. It is raised for its root, which is a bulb, and is represented to be as nutritious as the potato. One thousand five hundred bushels to the acre is a good crop.

THE earth is a great factory wheel, which, on every revolution on its axis, receives fifty thousand raw souls, and turns off nearly the same number, worked up more or less completely.

WE have now in circulation $356,000,000 of greenbacks; $350,000,000 of bank notes, redeemable in greenbacks; $38,000,000 of fractional currency; which, with the additional bank note currency recently authorized, and certain outstanding certificates, makes an aggregate of about $781,000,000.

SIR ISAAC NEWTON, in the true sense of humility, spoke of himself, at the close of his life, as a "child who had spent time in gathering pebbles on the shore, while the great ocean lay untraversed."

THE *Golden Age* newspaper referring to the increased call for school books in Brazil since emancipation, says that liberty and the spelling-book are "one and inseparable."

Book Notices.

The Independent Series of Readers. *By J. Madison Watson, Comprising Six Books. New York: A. S. Barnes & Co. Philadelphia: A. P. Flint, 822 Chestnut Street, General Agent.*

Five books of these new series of readers have thus far been issued. They are beautiful books, and for their illustrations are especially noteworthy. While in other respects they are what a good series of readers should be, in this they excel. When one recalls the old-time reader thumbed by the last generation of school boys and school girls, and compares it with these and other attractive books of their class, it is the rough-riding stage coach against the luxurious palace car. M.

Hagar's Series of Arithmetics:—Primary Lessons in Numbers. *By D. B. Hagar, Principal of State Normal School, Salem, Mass. 16mo. Pp. 112. Philadelphia: Cowperthwait & Co.*

An Elementary Arithmetic. *By D. B. Hagar. 16mo. Pp. 208. Philadelphia: Cowperthwait & Co.*

A Common School Arithmetic. *By D. B. Hagar. 12mo. Pp 324. Philadelphia: Cowperthwait & Co. 1871. See Advertisement.*

Oral and written exercises are combined throughout this series—"the new departure" in the line of arithmetic—and to render the books more useful and attractive to pupils, frequent pictorial illustrations have been introduced. It is believed that the first two books will constitute a course sufficiently full for most pupils, the Elementary embracing percentage and simple interest. The first and third books of the series are also designed to form a two-book course, the third book being fairly up with the requirements of the more advanced schools. Teachers will like the appearance of these books, and be still better pleased with them upon careful examination into their merits. M.

My First Drawing Book. *By John Collins, Philadelphia: J. A. Bancroft & Co. 1871.*

This little work, designed for slate and black-board drawing, is especially recommended to teachers in elementary departments. It has twelve pages of figures for copying—embracing also writing and printing—with a page of direction to the scholars facing each plate of exercises. Commencing with straight lines, it advances gradually through the various steps to figures of flowers and animals. If put into the hands of small scholars, it will help them fill up time which often hangs heavily on their hands; and older pupils will find it of great assistance, as the directions given are plain and to the point. It is a book very attractive in appearance, and is well bound. M.

Progressive Exercises in English Composition. *By R. G. Parker. Revised and enlarged by James H. Hamilton, M D. 12mo. Pp. 240. Boston: R. S. Davis & Co. Philadelphia: J. A. Bancroft & Co.*

This standard text-book retains enough of the old face to be recognized in its new dress. The whole work is now arranged in four parts, and the classification of topics improved, although its elementary and progressive character has been wisely preserved. In order that the instruction of the teacher may still be required, all lengthy detail in the discussion of subjects treated seems to have been studiously avoided. The principal additions are the chapters on style, punctuation and the use of capital letters. Take it all in all, this work—rejuvenated, as it is,—seems in advance of any of its competitors. M.

A Manual of History of the United States. *By David B. Scott. 16 mo. Pp. 322. New York. Collins & Brothers. Price 60 cents.*

This is a new edition of a work which has been used in the schools for fifteen years, or more. It is brought down to the administration of President Grant, and has annexed the Declaration of Independence and the Constitution of the United States. The book is divided into ten sections, each well illustrated with maps. It is on the old plan of question and answer. A condensed but clear account of the Rebellion is given, grouping together for better effect the military operations of each district.

Peters' Musical Monthly and United States Musical Review. *J. L. Peters, 198 Broadway, N. Y.*

This admirably conducted monthly is a great boon to the general public, as it places before the masses an excellent collection of music that would otherwise be unattainable except at a price which many families could not afford. Many a home circle owes to Mr. Peters the charms of song and melody to which otherwise they would have been strangers. We commend the work to the attention of our readers.

Four, and What they Did. *By Helen C. Weeks, author of "Ainslee," "Grandpa's House," and "White and Red." With illustrations. In one volume, 16mo Pp. 315. Cloth, $1.25. New York: Hurd & Houghton. 1871.*

Six Boys. *A Mother's Story, as told in Extracts from her Journal. With illustrations. 12mo. Pp. 339. Cloth, $1.25. New York: Hurd & Houghton.*

The Judge's Pets. *Stories of a Family and its Dumb Friends. By E. Johnson. Illustrated by E. B. Bensell. In one volume, 16mo. Pp. 206. Cloth, $1.25. New York. Hurd & Houghton, Publishers.*

Bible Sketches, *Third Series, Illustrating the Life of Christ on Earth. Illustrated. 16 mo. Pp. 286. Cloth, $1.00. New York: Hurd & Houghton, Publishers. Received through Claxton, Remsen & Haffelfinger, Philadelphia.*

These are four books that will be found an addition to a school library, or desirable for family reading. "Four, and What they Did," is a volume of stories which will need no recommendation to those who know what a delightful writer Miss Weeks is, and how the "little ones" appreciate the freshness of thought and purity of language by which her books are characterized.

"Six Boys" is the story of a Christian mother, made a widow by the accidental death of her husband, a thoroughly good man, who left her with the rich legacy of faith "that God would surely bring all her boys to Him." And she lived to see this realized; though, with the diversity of character that may often be found in the same family, with some it was through a rough and thorny way, and after many tears and prayers. The story, which is laid in the early part of this century, reaches to the war of 1812, and gives a good idea of the mode of living in those days.

"The Judge's Pets" would teach the lesson of kindness and gentleness toward all dumb animals. The stories in this little volume are pleasantly told, and the amusing incidents given are vouched for as strictly true. This we might otherwise regard as apochryphal: Little George, an active three-years old, gets away from his nurse and is lost. Word is sent to the Judge, his father, who succeeds in finding him, and the young adventurer

is placed on his mother's bed for discipline. He confesses that he has been to the brook back of the house to catch frogs. "Don't you know, George, that you can't catch frogs in your hand?" asks the mother. "'*Tan't me?*" said the little fellow; and, taking a hand from each of his apron pockets, and opening them, he showed to the mother two little live frogs, which at once begun to hop all over the bed, much to the delight of George and the amusement of his elders.

The two previous volumes of "Bible Sketches" were on the Old Testament. This is independent of them, and gives, in familiar style for young people, the leading incidents in Christ's life, illustrating them from Eastern customs, and talking about them in the conversational way of one sitting down with a class of children to be interested and instructed.

These books will be found superior to much of the current literature. They are tastefully bound, and are, in all respects, worthy issues of the Riverside Press. M.

THE FIFTH READER.—*By Lewis B. Monroe, Superintendent of Physical and Vocal Culture in the Public Schools of Boston, Mass.* 12mo., *Pp.* 312. *Philadelphia: Cowperthwait & Co.* 1871.

The substantial house of Cowperthwait & Co., on Chestnut street, are extending their list by the addition of such text-books as will add to their deservedly high reputation as publishers. Besides Hagar's new series of arithmetics, they have entered upon the publication of a series of readers not to be surpassed by anything now in the schools. The name of the author and compiler is in itself a guarantee of the excellence of the proposed series, and the Fifth book now on our table—which is the only one yet issued—is worthy of the name upon its title page. But few rules for reading are found here. Plain common-sense is pronounced the best guide. The selections are interesting, and many of them new. The exercises for changing the form of sentences afford valuable training. "Three things," says the author, "can be done by the teacher with advantage: Give the pupils practical exercises to increase their command of the voice; talk with them in a way to inspire them with a spirit of what they read; give them a good example." M.

ALDORNERE.—*A Pennsylvanian Idyll. By Howard Worcester Gilbert. Illustrated with original etchings by Lloyd Mifflin, Jr. Philadelphia: John Penington & Son, Publishers. Green cloth,* $1.00. *By mail,* 1.15

Not too long to be read at a sitting, this is yet the longest poem of the author, a gentleman well known to some of our readers. His fugitive pieces are numerous, and usually in blank verse, as is the poem before us. The finest touches here are in the descriptive parts—those descriptive of objects in nature, as wild-flowers, birds, trees, streams—which betray the observant lover of nature wherever opportunity offers. The author has written much and well, and is one of the finest belles-letters scholars of our acquaintance. He has traveled widely, and is familiar, from residence in Europe, with the spoken languages and the better literature of its leading nations In poetry he sings from a genuine inward impulse, and, like his favorite Wordsworth, his style is clear, simple, direct and forcible—a style that, we trust, may not soon go out of fashion. Here and there through these pages is found an unusually vivid bit of painting, unmistakably from nature and life. Often the sound echoes the sense, and especially in the last song the words run to tripping anapæstic measure that lingers on the ear and in the memory for its musical cadences. Again, lofty sentiments find fitting expression in measured lines strong and forcible; but all the while, as one reads, he feels the shadow of the Nemesis that must avenge the nation's sin.

The page is of large size, with generous margin, printed in clear type, and the book handsomely illustrated with a half dozen or more original etchings by the promising young artist of Columbia, Lloyd Mifflin, Esq. These latter are appropriate in design and delicate in execution. M.

OUR DUMB ANIMALS. *Monthly;* $1.00 *per year. Address Frank B. Fay,* 46 *Washington street, Boston.*

This periodical, the organ of the Boston branch of the Society for the Prevention of Cruelty to Animals, is the only periodical of its kind in this country. It speaks for those who cannot speak for themselves. Let it be read each month, in every school, with some comments by the teacher, and the lessons of humanity inculcated must be lasting as life. Its monthly visits would be worth more to the pupils than not a few of their text-books, and either the teacher or the school should be enrolled on its subscription list. The following notice we can heartily endorse: "'Our Dumb Animals,' with its smiling face, amiable disposition and considerate thoughtfulness for our speechless associates and patient servants, makes regular monthly visits to our sanctum, and inspires us with a spirit of forbearance, patience and quiet tenderness, not only toward the brute creation, but also to our fellow humans. This publication is doing much to raise our people to a higher level of kindness and mercy. There will be cruelty, and strife, and fighting, and war, among men, so long as we allow animals to be underfed, overworked, whipped, bruised, and maimed. Those who will stone, kick, beat and bruise a cat, horse, or dog, will do the same to their feebler fellow associates, if they can do so with safety to themselves. The 'Dumb Animals' should be in every family of which boys constitute an existing element. It will do much to harmonize their natures, soften and favorably modify their characters."

DESCRIPTIVE CATALOGUES. Finely issued descriptive catalogues are on our table from Messrs. Wilson, Hinkle & Co., of Cincinnati (128 pages); Ivison, Blakeman, & Co., of New York (104 pages); and Cowperthwait & Co., of Philadelphia Teachers who wish to know more of the books advertised by these firms, may obtain these catalogues free by addressing the publishers. That by Wilson, Hinkle & Co. contains some thirty-six pages of specimen engravings from their publications, and would be voted quite a "picture book" by the little ones, should the teacher occasionally hand it out from his desk, when they have grown tired of ordinary school work.

THE LIVING AGE is pronounced by Rev. Henry Ward Beecher, *The Nation*, New York, and other high critical authority, to be "the best of all our eclectic publications;" and we can do our readers no better service than by calling their careful attention to its prospectus, published in this number.

THE attention of our progressive teachers is called to the ILLUSTRATED PHRENOLOGICAL JOURNAL. This is one of the very best periodicals for teachers published. The information it contains is of the highest value to you, for it may enable you to govern and classify your pupils successfully, by giving you a knowledge of their character and tendencies.

The publisher will also make it pay you to take an agency in connection with your school duties. Excellent facilities are offered. Send your address with stamp for postage, and you will receive specimen number, terms, etc. Address the publishers, S. R. Wells, 389 Broadway, N. Y.

EXPLANATORY.—The paper-maker disappointed us last month, and we were compelled to use cover paper of different color for a small part of our edition.

THE

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CONDUCTING RECITATIONS—NO. I.

BY PROF. WM. F. PHELPS.

IN no department of school work, perhaps, are the power and influence of the teacher more directly felt, either for good or evil, than in the recitation. It is here that he meets his pupils eye to eye, face to face, heart to heart. It is here where the attraction or repulsion of his personal presence and character must make their most vivid and abiding impression upon those who are committed to his charge. At the recitation all the manifold influences of the school may be said to commingle. The impulses and passions which arise out of keen competition and rivalry, whether generous or ungenerous, are here brought into active play. The reciprocal good or ill-will between the teacher and pupils or among the pupils themselves, is likely to be intensified by the earnest encounter of the recitation room.

Is the teacher "apt to teach?" Is he an accurate, ready and thorough scholar? Has he a large heart, broad sympathies, noble impulses and a loving disposition? Or is he ignorant of his duties, ill-informed in his studies, cold-hearted and unfeeling, or passionate and severe? Behold here, if any where, will his true character be revealed to observing eyes and be carried home to susceptible hearts. A full and ready mind will always challenge the respect, a generous and kindly heart will inspire the love of pupils for their teacher. On the other hand, ignorance, incapacity, an unfeeling disposition and a bad temper, can never fail to dishearten and disgust the child and produce a most unfavorable impression upon his character, which the flight of years will scarcely be able to obliterate.

The spirit of the school itself will ever be largely determined by the spirit which is infused into its pupils at the class encounter. The ability of the teacher to do and to bear, as well as forbear, is here brought to the decisive test, and his power to shape the character of his precious charge will be made so manifest that each shall see and feel it, either to his lasting benefit or irreparable injury.

That the recitation has its moral as well as its intellectual uses, is a truth which every teacher should lay well to heart. That it is not a mere mechanical routine, a repetition of words without import, and unmemorized, from a text-book, but that it has definite and rational aims to be carefully sought and earnestly pursued, is a proposition too evident to require demonstration.

In discussing the subject, therefore, I shall assume that the highest success at the recitation must pre-suppose, on the part of the teacher, a knowledge of its true theory, and the industry, tact and skill to realize it in practice.

Hence it will be considered under the four following heads:

I. THE OBJECTS OF THE RECITATION.
II. THE PREPARATION FOR THE RECITATION: (a) BY THE TEACHER. (b) BY THE PUPIL.
III. THE MANAGEMENT OF THE RECITATION.
IV. THE RESULTS OF THE RECITATION.

In order clearly to elucidate these principal points, it will be advisable to examine each of them in the light of several other subordinate ones.

The objects of education being two-fold, the evolution of the faculties and the acquisition of knowledge, it is manifest that the recitation must embrace these objects and seek earnestly to realize them; for it is one of the most efficient means by which the education of our children and youth is promoted.

These objects, then, may be more specifically stated to be:

1. *To develop the power of close observation, quick and accurate perception, and, generally, of clear and exact thought.*

In early childhood, the mind is in a formation state. It is largely occupied in observing the phenomena of the material world. Its perceptions are crude and indefinite. While ever active, it yet needs the guiding and forming hand of the skillful teacher. It must be taught how to use its faculties. It must be led into the *right habits* of activity. It is to be taught how to think, how to study, how to communicate and how to apply that which it acquires.

As the pupil advances in years, he still demands the aid of skill and experience in shaping his modes of thought and study. At first his training, if conducted on right principles, will be almost exclusively oral and objective. As the transition is made from this stage to that in which the text-books are to play an important part, he still needs the watchful care and ingenuity of his tutor, to the end that he may not fall into superficial and mechanical habits, and accustom himself to use words without associating with them their appropriate meaning.

Now, in all this work of developing and guiding, extending through all the years of pupilage, the recitation offers to the teacher his only golden opportunity to exercise his high functions as a *fashioner of mental habits.* It is true his pupils are expected to study and work by themselves, and the efforts thus put forth are to exert a powerful influence in shaping the ultimate result. But by whom, and when, shall it be determined whether the labors of the child are right or wrong, well or ill directed, if not by the teacher, at the recitation hour?

Let him ever bear in mind, therefore, that it is one of the leading objects of this exercise to aid in the development of the minds of his pupils, and that his efforts should always be so directed as to secure this supreme end.

2. *It is also a leading object of the Recitation to cultivate the power of clear and concise expression.*

The only decisive test that an idea or a subject has been fully mastered, is its clear and accurate expression. That which is known so vaguely that it cannot be expressed in good language, is not sufficiently known for any good purpose. "I know this thing but cannot tell it" is a common saying, but it ought to be accepted and treated as a confession of ignorance. Indeed, I think it may be safely asserted as a general proposition, that no subject has been fully mastered until it has been brought to the test of actual communication. This, to say the least, is a just and satisfactory rule for the teacher to follow in his recitations and all other school exercises. The accurate expression of ideas should go hand in hand with their acquisition from the beginning to the end of school life. Even in the primary school, the most careful attention should be given to the cultivation of language on the basis of acquired ideas. This is nature's own method, and all attempts to impress language upon the child by memorizing appliances or other outward processes must result only in partial success, if they do not end in absolute failure. Let it be remembered, then, that the cultivation of language, the expression of ideas, is one of the highest aims of the recitation and one which every teacher, whether of children or adults, should zealously pursue. It gives to every pupil, so to speak, an accurate standard of mental admeasurement. It enables him to *know that he knows.*

It also teaches him to *know that he does not know.* In the first case, it generates a rational self-reliance; and in the other, modesty in the assertion of his pretensions. It confers the power of definiteness and exactitude in thinking, and distinguishes the man of ideas from the man of words without ideas.

In the next paper I shall endeavor to consider each of the remaining objects at which a recitation should aim.

THE SWEDISH SCHOOL SYSTEM.

BY MRS. ANNA RANDALL DIEHL.

SCANDINAVIA, with its wild Norse tales and legends, its days and nights of wondrous duration, had a charm for us as long ago as we can remember. We read, nay, almost learned by rote, Frederica Bremer's "Home" and "Neighbors," until we were almost as familiar with Swedish customs as with those of our own country. Jenny Lind sang for us, and, though but a child, and long years have passed since then, through the aisles and corridors of memory the sweet song of the Nightingale is still ringing, while lately we have gathered to our heart of hearts the fair Nilsson, who, but for her God-given gift of song, would, like any other peasant woman of Sweden, be digging potatoes or raking hay.

We have seen, with our own eyes, the

thrift, mechanical skill and honesty of the Swedes who have found homes in America, and have wished, most earnestly, that the emigrants from other countries could learn lessons from these people of the north. But of late we have been particularly interested in popular education, and, after visiting schools in most of the countries of Europe, have come to the conclusion that the excellence of the school system of Sweden is not surpassed.

To begin with, education is compulsory, and every child must attend school or be properly taught at home. A man must not only look after the education of his own children, but of those of his servants and dependants; and, if he fail to do this, they are consigned to other care—an example worthy to be followed in America, where scarcely one father in ten knows what his child is studying, or whether the instruction is of a proper kind or not.

Every parish is a school district, and the pastor is the chairman of the school board; and the Head Master, at least, must have been trained in a normal school. Children who study at home must come to the school for yearly examination, and private schools are under the supervision of the regular board, so that there is a perfect correspondence between public and private instruction.

The lowest school is the preparatory, or *samâskolor*, which is not general, but is established in the mountainous or sterile districts, for the purpose of giving the children of the poor the first instruction as near home as possible. There is an elementary, or *folkskolan*, found in nearly every parish, and it is supported principally by the State. The instruction is gratuitous, but the parish has the liberty, if additional funds are needed, of demanding a small sum from each child who is not too poor to pay, though this demand is seldom made.

The school age is decided by the local board, and the children are taught religion, the Lutheran being the established church—except where objection is made—the Swedish language, arithmetic, the elements of geometry, geography, especially that of Sweden and Europe, national history, writing, drawing, singing, gymnastics, martial drill, gardening, and horticulture. Preparatory schools are of two kinds: One of these is known as *den fasta folkskolan*, and in the districts where there are local impediments in the form of mountains, lakes or forests, making fixed schools impracticable, there is a movable school called *den flyttande folkskolan*. There are also a few schools called *den högre folkskolan*, in order to facilitate the progress of bright pupils who have finished the prescribed elementary course.

The salary for a teacher in the elementary schools of the country is never less than $125 in our money, and the emoluments of lodging, fuel, food for a cow and ground for planting; and if the school is maintained for more than eight months in the year, two barrels of corn are added for each exceeding month. In the towns, teachers receive upon an average about $476, sometimes having the extras above mentioned and sometimes not.

We come now to speak of a point which the school teachers of America will note most favorably, viz.; the teachers who have reached sixty years of age after thirty years service, upon retiring from the field, receive during life three-fourths of their former annual income; and there is also some provision for those who are compelled from ill-health to leave the profession after twenty-five years service.

There are nine normal schools, *folkskolärare seminarier*, where both male and female teachers are trained, receiving gratuitous instruction in all studies necessary to be taught in the elementary schools. There are three classes, the pupils remaining one year in each, and to each normal school is attached an elementary school where the pupil-teachers have practice under the critical eye of the masters. The principal of a normal school must be a doctor of philosophy, and he receives from $320 to $950, according to his experience and time of service. So much for elementary and normal schools.

I am sorry to say that there is one great flaw in the popular education of Sweden. With the exception of the high school at Stockholm, no further provision is made for the education of girls, though the practicability of establishing higher schools for them is much discussed.

The secondary schools are of three kinds: the *lower*, in which there is an abridgment of instruction, with not more than five classes; the *pedagogic*, like the lower, only that the course of study is determined by the general Superintendent upon the recommendation of the Head Master; and the *higher*, in which there are several classes. These schools are designed to impart practical education of a higher grade than the elementary, and to lay the foundation for scientific studies which may be further pursued at the universities. The course of study extends over nine years. To enter a sec-

ondary school, the pupil must be, at least, ten years of age; must be able to read Swedish fluently and expressively, both in German and Roman type; to relate, in his own words, the substance of a story read or related by the examiner; to write well; to understand orthography; to have considerable knowledge of Bible history; to be well acquainted with the principal doctrines taught in Luther's shorter catechism; the four simple rules of arithmetic, with skill in mental calculation; and to be able to give a description of the geography of Sweden, Norway and Denmark.

There are two divisions of the secondary, namely, the practical and the classical: the first embracing the study of religion, the Swedish, German, English and French languages, with mathematics and the physical sciences; and the second adding Latin, Greek, and, if desired, Hebrew. The instruction is not entirely gratuitous, unless the pupil is known to be very poor, the entrance fee being about $1.75. In addition to the regular teachers, there is a supernumerary force, whose help can be called in at any time, and, including these, with teachers of music, drawing and gymnastics, there is one teacher to every twelve pupils. Think of that, American teachers, you who are obliged to instruct all that can crowd into a room!

There is a fine library for the use of teachers and pupils at every higher secondary school; and in many towns the collections of books, engravings and pictures are very valuable. There are also collections of objects in natural history, stuffed animals, herbariums, cases of minerals, etc.; and most schools are well provided with apparatus for teaching chemistry and natural philosophy. Some of the best school furniture we have ever seen, with the best appliances in the way of maps, globes, and materials for object teaching, etc., are of Swedish manufacture. At Upsala, there is a fine school-building containing twenty-six class rooms, a large hall for chapel exercises, library, reading-room, music hall, laboratory and natural history rooms. The total cost of the building and appurtenances was about $90,000; and there are many buildings nearly as well built and furnished. The school law contains something so good upon the subject of school-houses that I quote it in full. "Every school-house shall be built, so as to fully answer the purpose for which it is intended. The class rooms must be of sufficient number, spacious, light, cheerful. airy, furnished with stoves and arranged with a careful regard to the health and requisite comfort of pupils during school hours." It would be of untold advantage if such a clause could be introduced into the school statutes of Pennsylvania and New York; and we recommmend enterprising and benevolent lobby men or women to visit our Legislatures at the next session, and try to get the passage of such a bill.

This report of the school system of Sweden is, of necessity, somewhat statistical; and I have already taken up too much space, without amplification.

Having visited the schools of Italy, Switzerland, Prussia, etc., Kindergartens, Training schools and Ragged schools, I may, Mr. Editor, furnish you with other papers.

New York, No. 58 *Reade street.*

COUNTY SUPERINTENDENTS.

HOW SHALL THEY BE CHOSEN?

THE article in our last number on the "County Superintendency," by "Jefferson," has attracted considerable attention, as we supposed it would. In accordance with our custom to give our readers a chance to look at all sides of all educational questions, we now present an expression of the views which the discussion has elicited.

The Lancaster *Examiner* publishes "Jefferson's" article in full, and opposes the proposition he advocates, of having County Superintendents appointed by the State Superintendent, in an argument which might have been made much stronger. The editor of the *Examiner* objects to the State Superintendent making these appointments, because, as he alleges, no such officer can be free from the bias of political influences, and that he might use the power thus intrusted to him to continue himself in office, or to assist his political friends in obtaining position. This is, of course, the view that would occur to the mere politician, thinking only on the surface of the question; but, if "Jefferson" should encounter no more formidable opposition, he will be entirely justified in holding that his proposition is both right in principle and sound in policy.

County Superintendent C. C. Taylor, of Erie county, in the Erie *Gazette*, after endorsing the change in the school law proposed by "Jefferson," in regard to the sala-

ries of County Superintendents, thus attacks his position respecting their appointment by by the State Superintendent:

"But to the appointment of these officers by the State Superintendent, instead of their election by a triennal convention of school directors of each county, there are well founded objections. In the first place, it would be approximating a centralization of power aimed at by the advocates of a "national system of education," heretofore so ably combatted by Mr. Wickersham himself. This power, although judiciously and wisely used, would not coalesce with the spirit of our people. Anything which in its tendency aims to remove the management of our schools farther from the people, also serves to lessen their interest in them. Our school system in all of its features should be *for* the people, *of* the people and *by* the people; and the adherence of the people to it is not obtained by the payment of a State appropriation of from $60 to $150, for each school district. It is only gained through their confidence in the wisdom of its provisions, and a voice in its management. Again, the appointment of some eighty different officers, located in as many different parts of the State, without ample means of knowing their fitness, would be no desirable task for our State Superintendent. The responsibility should not be placed upon him without his having a personal knowledge of the fitness of all of the applicants for the positions; and how is this to be obtained? He would, in all probability, be able so well to judge of the fitness of the present incumbents of that office as to justify him in retaining some and in discarding others.

"But there are hundreds of efficient men all over the State, of whom the State Superintendent has no personal knowledge, who, in all probability, would discharge the duties of the office with more acceptance than many who now fill it. In what way, then, can such fairly compete for the office, and make known their ability to the appointing power? I see at present no other way than through recommendatory papers. And from whom should these papers emanate, if not from the school officers of the proper county? Thus would be opened up a field of competition, and our State Superintendent would have the pleasure of examining long rolls of petitioners' names, asking for the appointment of Mr. A or Mr. B, and indirectly, instead of directly, would the voice of the directors be heard in the selection of these officers.

"'Jefferson' also reckons up the expenses of holding these triennial conventions, and raises that as an objection to this mode of electing our County Superintendents. As well might he urge the propriety of relieving the masses of voters from the expense of electing our representatives in the Legislature, and give the Governor the power of appointing them. No, the people of this country will not stop to count the cost of exercising those inestimable rights vouchsafed to them through the power of the ballot-box.

"In conclusion, we wish it distinctly understood, that were the power referred to in this article to be vested in any one individual, we know of no hands in which it could be more safely placed than in those of James P. Wickersham, our present efficient and able State Superintendent. But he has already expressed himself adverse to the removal of this power from the hands of the people through their chosen representatives. If any changes are to be made in the manner of choosing these officers, let the matter be brought still nearer the people—elect by a popular vote."

A correspondent, modestly signing himself "C," but occupying a responsible position under our common-school system, takes a very practical view of the matter, and writes us as follows:

"As the time draws near for the election of County Superintendents, many thoughts arise concerning the requirements of the law and the responsibilities of the office. The article by 'Jefferson,' in the December issue of the JOURNAL, is very suggestive and mainly excellent; but as we must also think of the office as now at the disposal of directors, whether *one-half* the number in a county or *all* meet at the election—for the law may not be amended—the true position under the law should be considered. See Sec. CXXIV of School Law in Digest. A man may hold the requisite certificate, and have been a practical teacher within three years with fair success, and yet not be adapted to the work. Cases are not wanting where Directors have gone to the convention pledged to support men whose personal habits are not such as careful parents would wish in any companion or instructor of youth; those also whose ideas of school and education are suited not to the present but to past times and methods.

"Under the present system, unless Directors are careful in choice of candidates, the majority of votes may be cast for one who, for lack of required evidence of qualification, must pass examination before a Board chosen by the State Superintendent, and should he be rejected the commission may be given to the one whom the majority of Directors would by no means desire to fill the office. Actual success in teaching within three years is essential, while the health and general energy of the candidate should not be overlooked, as the work is laborious. Directors cannot be too careful in this matter. The interest of thousands is at stake, and their pleasure in a good work also. The State Superintendent will help to guard the schools against unsuitable men in the superintendency, but the Directors meet to exercise the first especial care."

Another correspondent writes us upon this subject—also in reply to the same article—as follows:

"'Jefferson' gives three arguments to show that County Superintendents should be appointed by the State Superintendent. He says, first: 'I have so much confidence in our State Superintendent. We have constantly some appointees in the service, as it is, and, in every instance, so far as I know, these are fully as satisfactory as the men who have been regularly elected. This proves my position.' We admit his premises, but his conclusion, to say the least, is faulty and incorrect. If correct, then, by the same reasoning, we can prove anything. We can prove that monarchical governments are better than democracies, since there have been just as good monarchs and kings as presidents.

"The second argument, based on the *cost* of holding triennial conventions of school directors, is even more fallacious than that already cited; for the same objection might, with equal force, be urged against all elections, county, state and national.

"Appointing powers are by no means free from the evil influences of partisan politics. We have just as much faith in our State Superintendent as 'Jefferson' can have, and would gladly intrust appointments into his hands; but we must take into

consideration the legitimate result of such a step; we must consider the *principle* underlying such a course. A law conferring the power of appointing County Superintendents on the State Superintendent would be antagonistic to republican ideas and principles, and would be but another step toward that 'centralization of power' which is now so much to be feared.

"Let us hope that the Legislature will not make a grave mistake in passing such a law against the wishes of the people and against the highest interests of our common-school system. If an improvement in the law is needed, it is in the opposite direction—placing the power referred to altogether in the hands of the people."

The well-known fact may be added that Dr. Burrowes, when State Superintendent and always afterwards, advocated the policy of lessening the number of County Superintendents and placing the power of appointing them in the hands of the State Superintendent. During his term as State Superintendent, he prepared a bill providing for these changes in the law and presented it to the Legislature, but it failed to secure the favorable action of that body.

In December, 1870, in the last article he ever wrote for this JOURNAL, after speaking in very plain terms of what he calls the "radical defects" of the County Superintendency; he says: "The corrective long advocated by the JOURNAL, and still believed to be the only effective one, is that of more, or rather entire, control over county administration by the State officer. The power of appointment and removal should, of course, be such as to ensure that degree of impartiality and vigor in the execution of its duties, without which the office never will yield a full return of successful activity. But, in order to guard against favoritism, particularly of a political character, the appointing power must itself be, by some means, freed from party trammels. The JOURNAL's project has been to give the appointment and removal of County Superintendents to the State Superintendent, subject to the approval, in both cases, of the Governor or Senate, on submission to either of the reasons in writing, for a change. This, with strict requirements of fitting scholarly and professional qualifications, previous to appointment, would seem to promise as much of ability and independence from local control on the part of the county officer and of dependence upon the responsible State officer, as the case admits of and unquestionably requires. Certainly, it would place in the hands of an honest and capable State Superintendent, every power and means necessary for the advancement of the cause of education; while, in the hands of one below that standard, the effect could not be worse than the average result of the local administration, as now managed."

To this plan of appointing and removing County Superintendents by State officials we have now, as we had in 1869 when we expressed them in our report as State Superintendent, two objections. "The first is, that it would be a centralization of power, which is not permitted by the spirit of our institutions, and which would not be tolerated by our people. The second is, that a convention of school directors in a county, is more likely to select the right man to fill the office of County Superintendent than a State Superintendent would be, or else our whole system of government is founded on a wrong basis." All other objections seem to us trivial; these are fundamental.

PROGRAMME AND TIME-TABLE OF AN UNGRADED SCHOOL.

BY PROF. M. A. NEWELL.

IT is stated on page 348 of the last volume of this JOURNAL, that the teacher of an ungraded school cannot, with advantage, hear more than sixteen recitations a day. Several intelligent and highly successful teachers have represented to me that it is impossible to satisfy parents by adhering to this rule; and that for the younger classes, two recitations of 9 minutes each are far better than one of 18; and that for the more advanced classes, when they are small (as they necessarily are in such a school), it is better to compress a recitation within twenty minutes than to allow it to extend to thirty minutes or more. In deference to such views, I have endeavored to construct a time-table which would admit of a larger number of daily recitations. Of course, such a programme will not be likely to suit exactly any school in the world. It must be looked on as a typical form, which admits of endless variations, in order to adapt itself to an endless variety of circumstances; and one of its principal merits is the ease with which it can be modified, while the general structure is unchanged.

Let us suppose that we have a school of 40 scholars; of whom 5 are unable to read; 10 can read imperfectly in the First Reader; 8 are in the Second Reader; 7 in the Third; 6 in the Fourth; and 4 in the Fifth. The supposition is made merely for the sake of definiteness; the numbers might be in-

creased or diminished twenty-five per cent. without altering the conditions.

I ask the following postulates:

1. The teacher should divide his time as equally as practicable among the scholars. The older scholars have no right to monopolize a teacher's time to the disadvantage of the younger.

2. It is the duty of the teacher to provide useful employment for every scholar during the whole time he is in school; and these employments should be often changed during the day, to prevent weariness.

3. The younger scholars should make short and frequent recitations; the older ones longer and less frequent.

4. Every scholar should have a slate and pencil.

5. There should be black-board surface enough to accommodate at least one-third of the scholars at one time.

6. There should be a uniformity of text-books in the school.

I propose to divide the school not into classes but into sections, which we may call A, B, C, D, E, F,; A being the lowest. And this leads me to ask a seventh and most important postulate.

7. That the work of each section should be definitely prescribed by the County Superintendent or some competent authority; and that no scholar should be promoted from one section to another, till he is able to do well *all* the work required in the lower section.

For the sake of preciseness, let us set down what might reasonably be expected from each section.

A.—To read and spell words of four letters; to print the letters of the alphabet; to print on the slate or black-board any words that they can read; to count from 1 to 100; to make figures; to read and write numbers from 1 to 100; to add and subtract by 2's; to multiply by 2; to draw the various kinds of lines and angles.

B.—To read and spell with perfect accuracy in the First and Second Reader; to copy in print what they can read; to write on the slate or black-board all the letters of the alphabet; to write and read any number from 1 to 1000; to add and subtract by 3's, 4's and 5's; to multiply by 2, 3, 4 and 5; to draw the various geometrical plane figures.

C.—To read and spell with perfect accuracy the first half of the Third Reader; to copy any lesson on the slate in current hand; to write and read numbers from 1 to 1,000,000; to add and subtract by 6's, 7's, 8's and 9's; to multiply by any number under 10; to draw on the slate, from charts or patterns placed on the black-board; to draw and describe map No. 1 (the teacher to select the most appropriate map to begin with); to write out the nouns and adjectives in every lesson read.

D.—To finish the Third Reader; to commence lessons from a spelling-book, and go as far as page —; to learn long and short division, and to commence mental and written arithmetic from text-books, going as far as page —; to draw with lead pencil what they have learned to draw on the slate; to write copy-books Nos. 1 and 2; to write out all the verbs and adverbs in the reading lessons; to commence geography from the text-books, going as far as page —.

E.—To read and spell the Fourth Reader; to finish the spelling-book; to write any lesson in the Fourth Reader, accurately, from dictation; to study thoroughly fractional and compound numbers; to classify all the words in any reading lesson, as nouns, verbs, etc.; to write a letter in proper form; to draw and describe maps 4, 5 and 6; to finish the geography in the text-book; to write copy-books Nos. 3 and 4.

F.—To commence the study of grammar from the text-book; to pursue the studies already commenced as the teacher may direct; to take up history, and to commence algebra, natural philosophy or physiology, if it is thought proper, but only one at a time.

As there is, by hypothesis, no promotion from this section, it is unnecessary to give details.

If some such scheme were introduced into a county and faithfully pursed, the resulting advantages would soon become apparent. A few may be named.

1. It being impossible to obtain promotion without having done well *all* the work of the lower section (Post. 7) the scholars would be more uniform in their advancement, and we should not hear of a scholar's being good in arithmetic, but bad in spelling, or *vice versa*.

2. A scholar would be stimulated to devote attention to the studies in which he is deficient. Too often the organization of our schools leads the pupils to study what they like best, and to neglect what they dislike.

3. If scholars found that they could not be promoted without accomplishing *all* the work of their section, they would be more regular in their attendance.

4. Parents would have a more accurate test than they now generally employ of the advancement of their children. It too often happens that parents judge of their children's progress by their *going through* the book; and teachers are sometimes tempted to put children into a book for which they are not fitted, merely to please the parents.

5. The County Superintendent in making his official visits to the schools would know exactly how much to expect from every scholar (namely the work of the section he has quitted) and if he found a scholar wrongly graded he could easily remedy the error.

6. When a new teacher took charge of a school he would find it in an organized condition. The school would make steady progress from term to term; and no scholar would need to be put back, at least not farther than to begin his grade *de novo.* The work of the teacher would be plain almost from the first day, as all he would have to do would be to continue the work of his predecessor.

7. A scholar going from one school to another in the same county would lose no time; he would carry his grade with him, and his progress would be uninterrupted.

Having thus obtained a preliminary notion of the school contemplated, and the sort of work that is to be accomplished, we are ready to make a rough draft of the time-table.

Let us divide the school day of six hours into 36 periods of ten minutes each; and let us endeavor to assign to each period some definite work. There are three kinds of work—recitation, black-board work, and desk work. First, *recitation,* and the teacher's work generally.

Morning.—1 (meaning the first ten minutes), opening exercises; 2 (the second ten minutes), section A recites; 3, B; 4, C; 5 and 6 (20 minutes), D; 7 and 8, E; 9, rest, singing, or calisthenics, or a little of all; 10 and 11, F recites; 12, A; 13, B; 14, C; 15, D; 16, E; 17 and 18, writing for all, and dismissal.

Afternoon.—1 and 2, F recites; 3, A; 4, B; 5, C; 6, D; 7 and 8, E; 9 and 10, F; 11, rest, singing, or calisthenics; 12, A; 13, B; 14, C; 15, D; 16, general exercises; 17 and 18, E.

By this arrangement A, B and C sections recite each 40 minutes a day; D, 50 minutes; E and F, each 60 minutes.

The time for recitation having been thus allotted, the black-boards should be fairly divided among the sections. It is not necessary to do more than give the allotment of the first hour as a specimen.

Black-boards.—2, B; 3, C; 4, D; 5 and 6, E; 7 and 8, F; 11, A; 12, B; etc., etc.—each section spending a period (or double period) at the black-board immediately before recitation, an arrangement which enables the teacher to approve or condemn the work before it is erased by the next section.

Of desk work, nothing need be said, except that each period, or double period, should have its own prescribed business, which the scholar should not be allowed to alter; and that the work prescribed should be something having a visible result, capable of ready estimation, rather than the indefinite quantity called "*study.*"

No one can be better aware than the writer that this sketch is imperfect, and, possibly, as it stands, impracticable; but, if it shall be the means of inducing one teacher to think the subject out for himself, and arrange his school on just principles, and with punctual adherence to time and order, he will be glad that he has written it.

MYTHOLOGY.

AT first thought nothing could seem further from ordinary school-room teaching than mythology; yet so closely connected is the literature of the present with that of the olden time, that it is impossible to read our mother tongue intelligently without some knowledge of this branch of study.

The superstitions of mythology when viewed in the clear light of Christianity, and in our present advanced state of civilization, seem very ridiculous; yet they once embodied the religious belief of whole nations. In teaching, one constantly meets words whose roots extend far down through the soil of centuries: these, by some peculiarity in their appearance, will attract the attention of the pupil whose inquiries the teacher should be able to answer.

Many words such as jovial from Jove, saturnine from Saturn, martial from Mars, cereal from Ceres, panic from Pan, and a host of others have a mythological history which will divest the study technically known as "definitions," of much of its dry tediousness.

To obtain all the necessary information, and to have it where it can be easily referred to, is by no means difficult. Books are published at prices placing them within the reach of all, which contain a vast amount of information in a small compass. Among the best of these is Keightley's (small) Mythology. For more detailed accounts larger works, such as Anthon's Classical Dictionary, and others of a similar character, may be consulted. The manner of communicating the information will, of course, depend much upon the teacher; labor will always be lightened and its duties rendered more pleasant by any and every attempt to lift the mind of the pupil to a higher view of his studies, by showing how the mind, in all ages and among all people, has, by its outlook and grasp, made the universe both tributary and vassal. E. McV. MOORE.

THE SCHOOL QUESTION IN EUROPE.

(The following is an editorial taken from the Paris *American Register*, of November 11th. The paper containing it was forwarded to us by our friend Northrop, whose name receives honorable mention in the article. It will be seen that the school question is attracting an unusual degree of interest in the Old World, and those interested in the discussion of this question here will be glad to read an account of what is being done across the water.—ED.)

THE subject of public instruction is now awakening thought and discussion throughout Europe to an unprecedented extent. The American and Franco-Prussian wars have demonstrated the value of free public schools, and taught the people, as well as the public men of Europe, that general education is essential to the preservation and prosperity of States, inasmuch as it is the source of thrift in peace and power in war, the cheapest defence of any nation, and the wisest kind of police, for it seeks the prevention rather than the punishment of crime. Rulers, too, are learning that the wealth of a State consists as much in its intellectual measures as in its physical force; that education tends to order, economy and virtue; while ignorance means waste and weakness, if not pauperism and vice. We recently had a conversation on this subject with the Hon. B. G. Northrop, Superintendent of Public Instruction in Connecticut, who is now here charged to prepare a report for his State on the various school systems of Europe, and received from him some very interesting statements regarding the progress of popular education in Great Britain and on the Continent, which we take pleasure in laying before our readers.

Turkey and Spain, countries hitherto backward in educational facilities, are, it appears, now maturing systems of public schools, free to the children of all classes, the poor as well as the rich. Russia has recently organized over 15,000 public schools. Sweden and Norway have also made marked educational progress. By far the most prominent and perplexing question of discussion in England during the last year has been that of universal education. In this matter, hitherto slow and behind the other leading nations of Europe, England is at last moving in earnest. Even Rome has now in full operation a system of free public schools. Nowhere on the continent has the educational progress made during the past year been so remarkable. Though unknown in the Eternal City prior to the unification of Italy, in less than one month after the entrance of the National Government into Rome, public schools were organized. The attendance, at first small, has steadily increased, and now nearly 7,000 children are being educated there. The sympathies of the masses are already enlisted. Considering the difficulties encountered, the first year's trial has been a great success. The results have largely disarmed opposition, and converted many opponents into friends. The first anniversary of the Plebiscite (October 2), was celebrated by a large school exhibition, which produced a great sensation, and was attended by 6,000 pupils. Many thousands of citizens also crowded the Campidoglio. The exercises of the children were enthusiastically applauded. This demonstration settles the question as to the popularity and permanence of public schools in Rome. Grand as were the old Roman military displays on the Capitoline hill, where conquering Cæsars led their triumphal processions and long train of captives, it may be doubted whether that classic spot ever witnessed a scene so impressive and significant as was the simple gathering of 6,000 pupils with their striking illustrations of the beneficent agency of public schools. Even England, late in enacting a proper school system, and delaying still in carrying out Mr. Foster's School Bill, on the ground of religious difficulty, might learn a lesson from the promptness and energy displayed in Rome in the face of far greater obstacles and embarrassments.

The regular examinations in the Roman schools have just taken place and over 1,500 pupils have been promoted. Their zeal and punctuality have been very gratifying, and have exceeded the most sanguine expectations of the government. The expenses for the last year have been about 204,000 francs. The plans initiated, and the the increased attendance assured, involve much larger expenses for the current year. Though new in Rome, public schools are no novelty in Italy. The statesman to whom was due the unification of that country, and the Mont Cenis tunnel also, aided in organizing an excellent system of public instruction for the Sardinians. The normal and technical schools, started under the administration of Cavour, have been the most effective agencies in the recent regeneration of Italy, for she is everywhere reviving, and more especially in the northern part, where the people are rapidly progressing. The present condition of Turin and Milan for example, demonstrate the influence of general and technical education on the industries and resources of a community. Business is prospering, manufactures are multiplying, and the people are hopeful and jubilant. Pub-

lic interest and liberality in behalf of education are increasing. Last year Milan spent 734,000 francs for public schools, Florence 741,000, and Turin over 1,000,000. Liberal provision for technical education is made in Milan and Turin. The Polytechnic Institute in Genoa has 35 professors and over 720 students. Austria is also manifesting a new-born and zealous interest in education. Defeated in war, she now seeks to excel in the arts of peace. Count Beust has left his impress on the educational institutions of his country. The new school-houses in Vienna are among the best that Mr. Northrop has found in Europe.

The school-houses on the Continent generally are inferior to those of the United States, many being very old, poorly lighted and ventilated, and often, in Italy, with no arrangements whatever for heating. The American are far superior to the European schools in the methods of teaching geography and arithmetic; but in the teaching of languages, history and drawing, the best schools of Switzerland and Germany rank higher than those of the United States. The culture of the expressive faculties is there made more prominent. The mastery of the mother tongue is the first aim. Language is held to be not only the medium of thought, but the chief agent in cultivating the memory and taste. The disciplinary influence of language is kept in view. To talk well is held to be a noble art. The daily school drills aim at this grand attainment. The faculty of language is there, as it should be everywhere, early developed. In Switzerland, besides the vernacular, the study of French or German is required, and is begun at a tender age. The classics are also commenced early, and great proficiency is the result. In the study of any new language the pen is ever in hand, and there is constant practice in expressing ideas in that language. The proficiency of each pupil is measured by his ability to convey thoughts in the new tongue.

History is in the Swiss and German schools made a most attractive and prominent study. There is much in these old countries to foster a historic spirit. The land itself is often classic, and where vestiges of Roman rule and relics do not abound, memorials of battles and sieges, monuments, ruined castles, heroes enshrined in marble, victories recorded in bronze, and archæological museums all invite inquiry into the past. The best schools of Austria, Switzerland, France, and Germany greatly excel in drawing. They understand both its practical bearing and its relation to general culture. Their skilled mechanics apply the art in drafting plans, forming decorative designs and executing delicate work. The world pays substantial tribute to France and Switzerland for the exquisite taste displayed in the decorative arts, in their beautiful designs and chasings in gold and silver, their silks and ribbons, and their countless forms of unrivalled bijouterie. Drawing has recently been introduced into the best schools of America. But our manufacturers are still largely dependent on Europe for their best artisans. These and other short-comings will no doubt soon be remedied by the influence of such missions as that in which Mr. Northrop is engaged.

GOOD READERS SCARCE.

A late number of the *Pall Mall Gazette* declares that educated men in England, as a rule, are unable to read prayers and chapters of the Bible decently, for the very simple reason, that, as a rule, they cannot read aloud anything whatever in a clear, unaffected, and intelligible manner. It continues: "Take a score of the head-boys at Eton, at Westminster, or Rugby, or any other public school; or a score of fresh bachelors of arts at Oxford or Cambridge; or a score of gentlemen assembled in any drawing-room, and set them to read aloud a few chapters of a novel, or a history, or an essay, and observe the result. Perhaps not one out of the score will get through the task without mumbling, bad emphasis, slovenliness, or nervousness, or affectation, so that his hearers shall at once be pleased and instructed." These are sweeping assertions, but probably true. It is doubtful if the same general rule does not hold good here. Elocution is not always given the prominent place it deserves in our systems of instruction. A simple and pleasant school of practice is the reading-circle, which furnishes opportunities for a pastime useful as well as agreeable.

If I were suddenly asked to give a proof of the goodness of God to us, I think I should say that it is most manifest in the exquisite difference He has made between the souls of women and men, so as to create the possibility of the most comfortable and charming companionship that the mind of man can imagine.—*Arthur Helps,*

EDITORIAL DEPARTMENT.

Pennsylvania School Journal.

LANCASTER, JANUARY, 1872.

J. P. WICKERSHAM. — J. P. M'CASKEY.

OUR NEW DRESS.

AS befits the season, the JOURNAL greets its friends, and wishes them all the happiest of New Years, in an entire dress of new and beautiful type. This was needed. For some time, we have not liked the look of the JOURNAL'S pages. The truth is, our type had worn out; and, as the commencement of a new year is a good time to throw off the old and take on the new, the JOURNAL presents itself, this holiday time, in the best dress its liberal publishers could find for it. And we must say we like it. We can think better, and write better, when we know our words are to appear in sharp, clear and beautiful forms. Our readers will, therefore, be profited all the year through by this happy change, and, we hope, they will accept it as an earnest of our good-will on this first day of January, 1872.

CONTRIBUTORS TO THE JOURNAL.

THE first article in this number of the JOURNAL was written by Prof. Wm. F. Phelps, of Minnesota. Professor Phelps was formerly, and for a number of years, Principal of the State Normal School of New Jersey, and is now Principal of the State Normal School of Minnesota, at Winona. Few men in this country have had as wide a field of experience as an educator, and none has been more successful as an organizer and manager of schools. It gives us great pleasure to introduce one so capable of instructing them, to the teachers and school men of Pennsylvania. They will all be pleased to learn that the article now contributed is the first of a series.

The second article is from the pen of Mrs. Anna Randall Diehl, not less admired in Pennsylvania for her qualities as a lady than for her skill as an elocutionist. Mrs. Diehl spent last summer in Europe; she saw there schools and studied school systems, and, generous woman as she is, she is willing to share her good things with the teachers of Pennsylvania. She promises several articles. We welcome her to the use of our columns.

Prof. M. A. Newell, Principal of the State Normal School of Maryland, and Superintendent of public schools, finds time to add, in this number, another to the series he is writing for us. It is practical and pointed, as are all his articles. Prof. Newell is one of the few men who do not speak without saying something.

Mrs. Moore, of Philadelphia, says a word in favor of mythology, and says it well. She ought to write more frequently, either for the JOURNAL or for some of our literary magazines. There are few ladies in the State who have more ability or who would be more likely to win success.

Besides these, we have on hand an excellent article on "Academies," by Dr. Shumaker; the first of a series on teaching vocal music, by Prof. Jean Louis, of Philadelphia; one by "Jefferson," on "Professional Reading," and several by other writers. The writers who have added so much of interest to the columns of the JOURNAL during the year just past, Messrs. Woodruff, Brooks, Houck, Raub, Moore, Mrs. Eyster, and others, will aid us in the same way the coming year; and we have promises from some who have not heretofore favored us. The PENNSYLVANIA SCHOOL JOURNAL has, for a long time, presented to its readers a much larger quantity of matter than any other educational journal in the United States; and it is now our full purpose to be behind none in the quality of its contents.

Appreciating these efforts on our part, will not superintendents, directors, and teachers aid us in extending our circulation? We feel that we ought to have at least 10,000 subscribers in the State.

THE STATE REPORT.

A PROVISION of law requires that the annual report of the Superintendent of Common Schools shall be printed in the SCHOOL JOURNAL. We have delayed the issuing of the present number in order that we might place it in the hands of our readers

at the earliest possible moment after its transmission to the Legislature in connection with the message of the Governor. The figures of the report this year make a good showing. They indicate that the wonderful growth of our system of education within the last six or seven years is not the mere spasmodic effect of some transient cause, but the legitimate result of a healthful development. It will continue, and Pennsylvania may now claim her proper place among the leading educational States of the Union. The expenditure of the sum of $9,100,918.33, every dollar of which was raised by taxation, in one year, fully entitles her to it.

Trusting that the school statistics contained in the report may receive from the readers of the JOURNAL the attention they merit, we propose to make a few comments here with respect to some of the views and recommendations of the Superintendent.

The proposition to reconstruct the School Department by organizing it upon a broader basis, has been approved by several leading members of the Legislature, to whom it was privately presented before publication. It may not be favorably acted upon this year, but the adoption of some such proposition is only a question of time. No great work can be effectively carried on without organization, and the more perfect the organization the more effective the work. If the work of the School Department could be distributed among several bureaus, as proposed, and, if at the head of each there could be placed a man specially qualified for the position, nothing more would seem to be needed to secure the greatest possible skill and vigor in the administration of the school affairs of the State in all their departments. The additional expense would be trifling in proportion to the additional good that would be accomplished.

The principle of the bill introduced into the Senate last winter by Hon. Charles R. Buckalew, applying what is called the "free vote" in the election of school directors, receives the approval of the Superintendent. The bill passed the Senate almost unanimously, but was not acted on in the House. This bill accords to minorities the right to representation in school boards, and its effect would be in most cases to remove the administration of school affairs away from partisan influences. This would be a great gain to the system. "Citizens of all parties pay the taxes, children of all parties are found in the schools," and, therefore, men of all parties should be allowed to participate in their management.

The proposed changes in the law are such as commend themselves to thinking school men. The passage of several of the provisions named, by the last Legislature, was prevented by an accident.

But the part of the report that will attract the most attention is probably that in which is discussed what are called the "great questions," now before the friends of education in the State of Pennsylvania. These are the questions "concerning truant, vagrant, and neglected children;" the question "concerning a more complete provision for higher education;" and the question "concerning a closer union between our common schools and our colleges." And, truly, Pennsylvania has no questions for her statesmen to consider of more importance. When well understood in their relations to her future welfare, they are fundamental. Their consideration may be pushed aside in the General Assembly by the eager private interests that press themselves forward without regard to merit; the time may not have come in the order of Providence, for their full solution; but they are the objective points towards which the friends of education must direct their thoughts and their efforts. These questions once disposed of, and the whole field before us seems open to a grand march forward.

LITERARY ASSOCIATIONS.

The following resolution was passed at the late session of the Lancaster county Teachers' Institute.

"*Resolved*, That we, the teachers of Lancaster county, hereby recommend the formation of Lyceum or Literary Associations in every school district, and pledge ourselves to use our influence in their favor; believing, that such institutions are eminently calculated to advance the great cause of popular education."

We endorse this resolution most heartily, and hope it may be carried into effect not only in all the school districts in Lancaster county but in those of every county in the Commonwealth. The good that would be done thereby is incalculable. Such an Association, when well managed, furnishes a pure source of entertainment and culture to all, young and old, of the neighborhood in which it holds its meetings. It fitly supplements the public school and as the resolution says is "eminently calculated to advance the great cause of popular education."

Let Superintendents and teachers, therefore, throughout the State, turn their attention to this promising field of labor. There can be organized this very winter, if we will to do it, a thousand Literary Societies in the State.

We shall have more to say on this subject hereafter, but we must make one practical suggestion now. It is that courses of lectures, similar to those in our larger cities, should be organized in connection with Literary Associations in every town and village in the State. The platform has become a great teacher, and all should avail themselves of its benefits. True, the services of what are called "Star" lecturers could not be procured in a country village; but there are in every county, in and out of the professions, men of literary turn who would be glad of an opportunity to address the people through the medium of a Lyceum; and who, perhaps, are as well prepared to instruct them as the more showy but less solid professional lecturers that cost one or two hundred dollars a night. Will the readers of the JOURNAL give the matter a thought?

BROTHERHOODS OF TEACHERS.

Organizations of teachers holding Permanent Certificates and graduates of Normal schools exist in Lancaster, York, and perhaps, some other counties. Such an organization has just been formed in Chester county, with the following officers: Prof. E. H. Cook, Principal of the West Chester State Normal School, President; H. F. Pierce, Vice President; Miss Sarah W. Starkweather, Secretary; and Miss Hattie D. Sahler, Treasurer.

Pittsburgh has its Academy of teachers.

The organization or brotherhoods of teachers of the highest classes must do much, if well managed, to create a community of feeling among teachers and to elevate the profession of teaching. Let them be formed in every county.

SECRETARY BOUTWELL.

Hon. George S. Boutwell, Secretary of the Treasury, delivered a lecture at the Academy of Music, in Philadelphia, on Thanksgiving evening, November 30. His subject was, "The Present Questions Affecting National Prosperity." Mr. Boutwell, it will be rememembered, was for thirteen years Superintendent of the Common Schools of Massachusetts, and the following paragraph, taken from a report of his lecture, will show that he is still ready, when fit opportunity offers, to say a good word for popular education.

"In this connection, I venture to address myself to all classes of my fellow citizens, including those who avoid a system of public instruction for their children, those who believe that on account of sectarian or ecclesiastical differences it is unsafe to place children in the public schools, and others, who, for social or moral considerations, avoid them. Now, the public schools—if they are what they ought to be—can be made the best institutions of learning within the power of a people to establish [great applause]; and for this reason: A system of public instruction may command every energy of a people which is essential to its establishment and maintenance. In politics and in government, as in geometry, the proposition is equally clear that the whole is greater than a part. Therefore it is not in the power of a community—for whatever reason they may set themselves apart from the rest of society—it is not in the power of a particular class to maintain educational institutions equal to those maintained by the whole people. The latter have the power of taxation; they can bring together all the apparatus necessary for imparting a good education; they can employ the best teachers, and, therefore, whatever other schools there may be, the public schools should be the best of all. [Applause.] Nor is there any reason to fear that the public school system is demoralizing. I cannot stop to discuss the subject at length; but there is one consideration I would suggest, which addresses itself particularly to parents: the time must come when the boy or girl shall escape from positive personal parental influence, and in the world must see the world as it is. Now, the public school is the epitome of the world; it brings together the elevated and the depressed—perhaps the oppressed; it associates together children of high moral qualities and those less favored. All these come in contact with each other, and, if the children of virtuous parents cannot withstand the influence of less virtuous associates, as they are found in the schools, what is the prospect that they will be able to withstand immoral influences when they have passed out from the reach of parental control? Therefore, I say to the laboring people, in one word, lay strong and deep the foundations of a system of public instruction. To all those who desire the best possible education for their children, I say, co-operate in the establishment and maintenance of this system."

BRADFORD COUNTY.

Bradford is one of the few counties in the State in which, in addition to the annual teachers' institutes, they keep up one of the old-fashioned teachers' associations. We wish that more of the counties would follow this good example, for a teachers' association gives the teachers of a county an opportunity to originate and advocate measures in their own interest and in the interest of education that the modern teachers' institute does not afford. We like the idea of a body of teachers coming together occasionally,

and, without the restraint of official authority or a fixed programme of exercises, ready-made for them, take up the questions which concern themselves and their profession, and dispose of them in their own way. This practice breaks up routine, promotes intellectual and moral growth, and gives that practical talent to handle affairs which so many teachers lack.

An interesting meeting of the Bradford Association was recently held at Rome. The following questions were discussed:

Resolved, That the reading of the current news of the day and examinations therein, be required in our common schools.

Resolved, That the Science of Civil Government as taught in the Constitution of the United States, be adopted as a branch of common-school instruction.

Resolved, That the salaries of female teachers be made equal to those of males of the same grade of qualification.

ALLEGHENY COUNTY.

MR. EDITOR: After a delay of several months I will endeavor to fulfill the partial promise made to you upon transferring the *School Chronicle* to the JOURNAL.

NORMAL SCHOOLS.

Of these we have four in the county: The Curry Institute, Pittsburgh, of which R. Curry is principal, assisted by Misses Curry, Boggs and Matchett; The Oakdale Normal and Classical Academy, at Oakdale, on Pan Handle R. R., twelve miles from Pittsburgh, under the management of Silas Cooke, A. M., and Mrs. A. T. Douthett; The Linnean Normal and Classical Seminary, at Mansfield, six miles from Pittsburg, on the Pan Handle R. R., presided over by Messrs. Dickson and Dunbar; and The Sharpsburg Academy, located at Sharpsburg, four miles from Pittsburgh, on the West Pennsylvania R. R., Prof. Scheibner, principal, assisted by Misses Ganard and Milligan.

Of these schools the Curry Institute is the oldest and largest. The next in point of age is the Linnean; then follow the Oakdale and Sharpsburg. All of them seem to be in a flourishing condition, and are doing a good work in the way of giving the county a qualified corps of teachers, of whom over one thousand are required for the county, including Pittsburgh.

It will be noticed that we have no State Normal School, although employing so many teachers. Such a school has been talked of at nearly every meeting of the county institute for several years, and resolutions passed to have the proper steps taken to secure appropriate legislation, but nothing further has been done. Lancaster county employs only a few more teachers than ours, and yet she has long had her Millersville school which has sent hosts of well-qualified teachers all over the State. Other counties employing less than half the number of teachers that we do, have their "State Normals." Why should we not have one? No one denies that we need it. Shall we have it? Who says No? Whoever says Yes, let him go to work and it can easily be accomplished.

PITTSBURGH

Feels proud of her high school, and justly too, as you well know, having yourself been at its corner stone laying and dedication. Prof. Jillson is giving universal satisfaction. Prof. Dean, his predecessor, who so long and ably stood at its head, but who was called to his reward just when success had crowned his efforts to have a suitable building erected, will long be remembered by a grateful public. He was a thorough scholar, successful teacher and hard worker. He had indeed taxed his mind too severely, for when the disease which carried him off, seized him, his system was too weak to rally under it. His last labor was bestowed on the high school arithmetic, which completed the series of arithmetics bearing his name. This last work will soon be published.

Mr. Geo. J. Luckey, the City Superintendent, has his office in the new high school building, as also has the Central Board of Education and its secretary, Mr. John A. Sargeant.

ALLEGHENY CITY,

The Brooklyn of Pittsburgh, needs a high school and City Superintendent. No city in the State, or in the Northern States, of its size, but has one or both of them. The ward schools are doing all that they can be expected to do, but they are not doing, and cannot do, justice to the young ladies and young men who compose the "high school department."

No man can give them the necessary attention and, at the same time, perform the duties of principal of a school having from six to twenty-six teachers, with five to fifteen hundred pupils. It is no fault of the principals nor of the teachers, but of the system under which they labor.

A SCHOOL LIBRARY.

While we lament the want of a high school and City Superintendent, we are

glad to inform you and your readers that Allegheny City has a "School Library."

For some time the Allegheny Library Association have had it in mind to donate their books, consisting of about 4,000 volumes, and valued at $6,000, to the Board of Control. The proposition has now been made and accepted, and a committee appointed to complete the transfer.

The library is now located in the city building, and, although the councils need the room, it is hoped that the Board of Control will be able to induce them to allow it to remain there, at least until a high school building shall have been erected. More anon. M. B. SLOAN.

WEST CHESTER.

"The public schools of West Chester," says the *American Republican*, "may be pointed at with pride by every citizen. They are well governed, and the teaching is thorough. For some years they have been under the superintendence of Miss Sarah W. Starkweather, whose fitness for the position is now universally recognized, although at the time of her appointment many doubted the qualifications of any woman for the post."

In her recent report, Miss Starkweather touches two topics of general interest. We quote her remarks:

METHODS OF INSTRUCTION.

In any thoroughly graded school there is a tendency to relapse into a dull routine, and to follow stereotyped methods of instruction, if a teacher continues long in the same position. To counteract this tendency, teachers have been allowed as much latitude as is consistent with a regular course of study, and each is encouraged to vary the manner of imparting instruction—to discover new routes by which to reach the same destination; for a very excellent method may become poor if ceaselessly followed. By departure from rigid forms a more lively interest will be awakened in the mind of the scholar, individuality will characterize the teacher, and neither will feel doomed to the weary monotony of a tread-mill.

General subjects have been selected for the various departments for oral instruction, thereby to awaken thought and elicit expression. They form the basis for written exercises where the scholars are of an age to justify it, and errors in orthography, punctuation, and use of capitals are carefully noted. Many facts, important and even necessary, are not found in school books, and must be gleaned from other scurces; so items of interest that have been noticed in the miscellaneous reading of the week are repeated, and general questions of a suitable character are propounded at regular intervals in some of the departments.

It is not expected that mere talk or pedantic display upon the part of the teacher will be considered an equivalent for solid work upon the part of the scholar. One would scarcely hope to develop physical strength and endurance by simply witnessing the feats of another; and it would be equally absurd to look for these mental qualities as a result of the passive reception of stores of information, if the faculties are not engaged in the effort of reproduction. A composition in later years will not be dreaded if a child is early taught to express ideas; and what is now one of the most distasteful may become one of the most delightful of exercises.

The most labored and persistent drilling in mathematics has engrossed the time and attention of many teachers, to the neglect of studies equally, or even more important, and, after all, weariness and disgust have seemed the most palpable results. Our textbooks claim to make pupils think and develop mind as well as computation. But we are convinced that thought is awakened and mind developed to a greater degree, by cultivating a spirit of inquiry in connection with every object that meets the eye, rather than by dealing in abstruse calculations. The requirements in arithmetic for the younger pupils have been lessened, and there has been more than a corresponding gain in the improved reading and spelling.

THOROUGHNESS.

This is apparently the aim of all our teachers, but there is a wide difference of opinion as to what the term signifies. Some maintain, in arithmetic, for instance, that not a single step forward should be taken until every process is understood. But the complete elucidation of many subjects presupposes a knowledge of the higher mathematics; the average scholar fails to comprehend the reasons for various operations, and works mechanically. Shall we, then, sacrifice weeks in vainly endeavoring to make plain a few points which will be cleared up speedily afterward? And shall we, by injudicious persistency, produce a lasting prejudice against an interesting study, and cause children to seek an early escape from school by reason of the disrelish we have created for its duties? Any candid person of experience will admit that a memorized formula may be of great use long before the explanation can be well understood.

The subject of grammar may be taught so as to secure glibness of utterance in naming all the distinctions of mode and tense, simple and complex elements, while the main object of the study—the correct use of the language—has been ignored. Likewise in geography—the memory is often burdened with many comparatively useless details, to the neglect of the more important matter.

Thoroughness is not necessarily exhaustiveness, and teaching is not superficial when scholars acquire intelligent familiarity with certain subjects, even if their attention is limited to those portions which are best adapted to their degree of andvancement.

CASSVILLE ORPHAN SCHOOL.

Monday, the sixth of November last. was the anniversary of the Soldiers' Orphan School at Cassville, Huntingdon county. It was made by the Principal, Rev. A. L. Guss, the occasion of a grand reunion of all the children who had ever attended the

school, these now numbering 432, 211 of whom have been discharged.

The Sabbath preceding the anniversary, was observed by appropriate religious exercises at the school, conducted mainly by Rev. J. G. Butler, D. D., Chaplain of the House of Representatives at Washington.

At the hour of meeting on Monday, 9 A. M., there were present, in addition to the children and many of their mothers and friends, hundreds of citizens attracted to witness the ceremonies of the day.

Among the notable persons present were Rev. Dr. Butler, Hon. Henry Houck, Deputy State Superintendent of Common Schools, Mrs. E. E. Hutter, Inspector of Soldiers' Orphan Schools, Rev. J. Kistler, Rev. J. Frazer and Rev. A. W. Decker.

Music was furnished by the Broad Top Cornet band, and by the school.

A very interesting address of welcome was made by Prof. Guss, which was appropriately responded to by Harper W. Snyder, one of the "Sixteeners." These were followed by addresses from Messrs. Houck, Butler, Kistler, Mrs. Hutter and others.

On Monday evening, the pupils gave an entertainment to a crowded house, more than 800 persons being present. The entertainment consisted of essays, orations, declamations, music, &c. The meeting adjourned with three hearty cheers for the "Sixteeners," Prof. Guss, and all who had contributed to the entertainment.

One who was present at this reunion says,

"Nothing transpired to mar the harmony or prevent the enjoyment of the occasion, and the entertainment was one which will no doubt long be remembered by all who participated in it, and, in short, no one could go away from such a scene without feeling more in love with our Soldiers' Orphan Schools, our country and her flag, than ever before, and a higher appreciation of the wisdom, the patriotism and philanthropy of our glorious old Commonwealth, in thus gathering together under the shadow of our nation's flag, the orphan children of her brave defenders, there to instruct them in the lessons of industry, morality and patriotism which will fit them for life's great battle, and enable them to become ornaments to society and to the State."

We commend the example of Cassville to our other Soldiers' Orphan Schools. A reunion such as that described must prove of great benefit to these fatherless children. It will tend to keep them in right paths and inspire them with noble purposes.

SWARTHMORE COLLEGE.

At their recent annual meeting held at the Friends' meeting House, Fifteenth and Race streets, the stockholders of Swarthmore College elected William Canby Biddle and Annie Shoemaker clerks.

The reading of the report of the Board of Managers disclosed the following facts: Lectures upon natural history are being delivered by Dr. Joseph Leidy with much benefit to the students, and a committe has been appointed to secure a collection of specimens in order that the lecturer may give object lessons. Steps have already been taken to introduce the study of civil engineering in connection with mechanical drawing, already taught. The college library has steadily increased during the year, and a few donations have increased the library fund. There are already 1,318 volumes, which are properly arranged according to the subjects of which they treat. A gymnasium has been erected and a professor engaged, who gives daily instruction to both the boys and girls.

Twenty instructors are employed at present, and the range of studies is being rapidly extended. The pupils at present number in the aggregate 228, but twelve more girls and five more boys can be accommodated. The collegiate department consists of three classes, Junior, Sophomore, and Freshman, numbering respectively, 7, 18, and 30.

The reading of the Treasurer's accounts showed the receipts to have been $22,206.-59, and the disbursements $21,607.45.

BROADHEADSVILLE.

Rev. D. E. Schoedler writes to the *Daily Progress*, of Bethlehem, concerning his normal school enterprise as follows:

"Because I do not keep up a constant 'blow' in the papers concerning the institution, some timid persons are inclined to think that said enterprise has failed. However, those who are acquainted with me know that I never do things by halves, and that I am not easily scared by difficulties and small beginnings. The State Normal School enterprise which I have set on foot in this county is as alive as ever, and will result in a triumphant success. Of the ten thousand dollars subscribed in this county, a portion has been paid in, the draft for the buildings has been prepared and partly paid for, the land has been bought, the lumber and other bills will be given out in the course of a few days, work on the buildings will be commenced soon, and the whole matter is being pushed with all the vigor that is consistent with pecuniary safety. Commencing in the first week of December next, I shall canvass the other counties belonging to our Normal School District, and after that solicit contributions at places lying outside the district. Was Rome built in a day? Was the Atlantic cable laid in a day? Was the Pacific Railroad built in a day? I do not mean to imply that the 'Wickersham German English Normal School' enterprise can at all be com-

pared with any one of the aforementioned accomplished projects: but I *do* mean to say, that all great projects require time, and that 'Make haste slowly' is the best policy in such undertakings. The carrying out of the State Normal School project here, may take even a year longer than we had anticipated. But the timid, who were afraid the enterprise would not succeed, as well as those who from various motives did not want the enterprise to succeed, and laid to their souls the flattering unction that it would not succeed, will all be equally disappointed. Knowing that I am engaged in a noble work, and that I am backed by an industrious and good-hearted people, I care not who feels warm or luke-warm toward our enterprise."

THE UNIONTOWN SCHOOLS.—Mr. H. S. Phillips, principal of the public schools of Uniontown, in a private letter says: "The Philo and Kame societies attached to our advanced schools have given a series of entertainments, which have been well patronized. The proceeds, thus far amounting to $275, will be used in furnishing the society rooms. The boys and girls go into the work with energy, and deserve to make their entertainments, what they have been, successful."

HON. E. E. WHITE, of Ohio, in the *National Teacher*, says of his late visit to our State:

"We recently attended three teachers' institutes in Eastern Pennsylvania, and to say that they were "rousers" is to use only expressive English. The institute in Bucks county enrolled 270 teachers, and the court-room was crowded at nearly all the day sessions and literally packed in the evenings. In Chester county we met 528 teachers, and more than 1000 citizens visited the institute. The large hall was well filled by day, and was crowded in the evening. In Berks county about 450 teachers were enrolled, including all the teachers in the public schools of Reading. At each of these institutes a fee (from 25 to 50 cents) was charged for admission to the evening lectures. The teachers were supplied with tickets for the full course at reduced rates, and course tickets were also sold to citizens. The corps of evening speakers in Chester county included Senator Patterson, of New Hampshire, Daniel Dougherty, Esq., and Rev. A. A. Willets, of Philadelphia, and other "star" lecturers, and Messrs. Dougherty and Willets were among the lecturers in Bucks county. The lecture of Senator Patterson on "The Relation of Education to Labor" was specially appropriate as well as excellent. The day sessions were devoted to professional instruction of a practical character. In Bucks county we assisted Professors Brooks, of Millersville, Shoemaker, of Philadelphia, Harding, of New York, and Woodruff, formerly of Chester county, and Miss Flora T. Parsons, of Rochester, N. Y.; in Chester, Prof. J. B. Roberts, of Philadelphia, and Miss Parsons; and in Berks, Prof. Kidd, of Indiana, and Prof. Houston, of Philadelphia. In nearly all the districts in each county, the teachers were granted three to five days without loss of pay. It is unnecessary to add that each of these counties has a live and earnest superintendent."

BENEFICENT PROPOSITION.

We give below some correspondence setting forth a novel and very benevolent proposition emanating from the Hon. Andrew Stewart. These letters have not before appeared in print, but emanating from a well-known and highly esteemed public man, of whom our State is justly proud, they will receive careful consideration both from our Legislature and the people of our Commonwealth, and the very statement of the case would seem to be a sufficient argument in its favor. The graduates of these elsemosynary schools will certainly be very grateful for a little pecuniary help on leaving the institutions. It will give them a better start in life, which is always rough to the beginner, who has to depend solely upon his own merit and exertions. And such a reward, or hope of reward, would constitute, all through the pupil's course, a strong incentive to good conduct and studious application. The example of Mr. Stewart will probably excite others to similar liberality. It will also appear by a subjoined letter that Prof. Wickersham, now at the head of the Soldiers' Orphan schools in this State, and also the Superintendent of Public Instruction gives the project his hearty approbation and concurrence.

A word about Mr. Stewart. He is now in retirement, but has seen a great deal of public service in his time. He has served for several years in our State Legislature. He was appointed by President Monroe District Attorney for the Western District of the State of Pennsylvania; was a representative in Congress from 1821 to 1829, from 1831 to 1835, and from 1843 to 1847. He was always a warm friend of the "American Protective System." Of late years he has divided his time between the pursuits of agriculture and manufactures. His charitable proposition will be found embodied and discussed in the following correspondence:

LETTER OF MR. WATERS.

UNIONTOWN S. O. SCHOOL,
October 23, 1871.

To Professor J. P. Wickersham:

DEAR SIR: The Hon. Andrew Stewart, of this place, a very ardent friend of the system of Soldiers' Orphan schools established by the State, and to whom this school is greatly indebted for his assistance and encouragement, desires to contribute a portion of the means with which God has blessed him, in some way that would, in an especial manner, benefit not only soldiers' orphans, but other destitute children, when these schools shall have accomplished their work.

With this view, Mr. Stewart has suggested the

following plan, which he wishes me to submit for your consideration and advice:

PLAN.

As a beginning, he proposes to invest, himself, ten or fifteen thousand dollars, and guarantee the payment of the interest semi-annually into bank, subject to the orders of the principal of the school, to be paid to each orphan, male and female, on their graduation in correspondence with their relative degree of merit, based upon good conduct and good scholarship, to be ascertained by reference to their daily merit reports, accompanied with a diploma showing their degree of merit and the amount paid, &c. It is not the amount of money, Mr. Stewart says; his great object being to apply the stimulus of money as well as honor, not to a few of the naturally favored, but to every one, from the highest to the lowest—to receive according to their merit for industry and good conduct combined.

To these poor, destitute orphans a few dollars on their going out into the world will be more influential and more valued than as many hundreds would be to the rich. From the millions now being contributed to relieve the losses by Western fires, may we not hope that the same benevolent spirit will contribute to the losses of these orphan children, not of property, but their parents by the *fire of rebel guns* aimed at the life of our nation which their noble and patriotic fathers saved by the sacrifice of their own.

If this plan of endowment shall succeed, may we not hope to see it in all the "Soldiers' Orphan schools" in the State? And, after they have fulfilled their beneficent mission, Mr. Stewart suggests that other orphan and destitute children take the places vacated, and in turn be educated, and, instead of vagabonds, be made virtuous and valuable members of society, by the patriotic contributions of the benevolent and wealthy, adding, perhaps, a portion of the annual school funds under legislative sanction.

In a political point of view, how important in a republican government like ours, where virtue and intelligence are *life*, and vice and ignorance are *death*, to the government. Hence, is it not the duty of every true friend of republican government, having the means, to contribute freely to the moral and intellectual improvement of the coming generation, not only to save our own, but by the influence of our glorious example to spread free institutions of government all over the world.

As the proposed plan is to be connected with schools over which you preside, Mr. Stewart, before acting, wishes to have your concurrence, as well as the benefit of your advice and great experience. Hence he has requested me, being himself a perfect stranger, to write to you for him, and, in doing so, I avail myself of the occasion to assure you that the proposed plan has my hearty approval, believing it to be admirably calculated to promote the cause of education, morality, and good government, not only in Pennsylvania, but wherever it may be adopted.

Yours, very truly,
A. H. WATERS, *Principal.*

SUPT. WICKERSHAM'S REPLY.

HARRISBURG, Oct. 25, 1871.

REV. A. H. WATERS—*Dear Sir*:—I have received and considered your statement of the plan of benefiting the orphan children in your school, proposed by Hon. Andrew Stewart, and I am free to say it does great credit to both his head and heart. I do not see how it would be possible to invest that amount of money in a way to do more good. It has occurred to me, however, that as some of the children might not know how to use the money to the best advantage, or as some of their mothers or friends might take it from them, the plan might be so modified as to place the sum allowed each child in a savings bank to be drawn by him, both principal and interest, at twenty-one. Or, perhaps, the money's worth of something might be given that would benefit the children more than the money itself. But I make these suggestions with some hesitation. I am well pleased with the plan, in general, and I have no doubt the details will be closely looked after. If it is not carried into effect before I visit you, I will be pleased to meet Mr. Stewart and talk the matter over.

Be kind enough to convey to him now the assurance of my high appreciation of his benevolent and patriotic purposes. May God reward him and raise up others to imitate his noble example.

Yours truly,
J. P. WICKERSHAM,
Superintendent.

—*Titusville Herald.*

PERSONAL.

CHARLES F. EVANS, SR. of Reading, recently delivered a lecture in the new public school-house in Cærnarvon township, Berks county, on the subject of education, which is highly spoken of by the press.

PROF. F. A. ALLEN has gone to Vermont, as he says, "Instituting."

WM. L. LINDSEY, having resigned his position, as County Superintendent of Warren county, received from the teachers, at the recent Institute, an elegant piece of silver plate, as a token of their good will toward him.

SUPERINTENDENT H. W. FISHER, of Bedford, recently received a present of a beautiful silver watch, from the teachers of the county, as a mark of their appreciation of his labors.

THE TEACHERS of Lehigh county are writing us thanking SUPERINTENDENT YOUNG for recommending them to subscribe for the SCHOOL JOURNAL. We hope they will continue to thank him.

POLARIZED LIGHT.—Last evening Professor John Moore delivered a lecture in the Franklin Institute G. upon the subject of "light," before a very attentive audience. A full discussion of the wave theory of light was entered into, and illustrated by wave movement projected on the screen. The velocity of light

and the discovery of wave lengths of different colors was described. In confirmation of the undulatory theory of light, the effects of polarized light were exhibited. The gorgeous colorings which may be produced by prolonged light were exhibited. Simultaneously were red and green projected upon two screens, showing that the light was simply separated into its complimentary colors, the one being transmitted through a bundle of plates of glass, while the other was reflected.

Various experiments, both amusing and instructive, were shown, illustrating the persistence of vision; as the flash wheel, revolving disks, and a new application of the optical toy, known as the toy of life. In this the images were greatly magnified, and seemed to perform their evolutions upon a screen. The lecture was in more respects than one a very great success.—*Press.*

OBITUARY.

JOHN SHADEL, ESQ.

John Shadel, Esq., Secretary of the Board of Directors of Perry township, Snyder county, died in November last. Mr. Shadel was a warm friend of common schools, and an energetic school officer.

THOMAS P. SIMMONS, ESQ.

It is with sadness we record the recent demise of this aged, useful and highly respected citizen and Christian gentleman. For a full term, he was actively identified with our public school interests as a school director, and, a part of the time, president of the board. By his untiring, uniform zeal in the cause of popular education and by his social qualities, he endeared himself to the city teachers, as one in whom they could confidently rely as their steadfast friend and defender. He was, as he was styled, the "visiting member." His greatest delight was to be in the school-room, inspecting the teacher's work, and he never left without some appropriate remarks encouraging to teacher and pupils. Now retired from the position he so popularly held, ripe in years and usefulness, he peacefully departed this life in full hope of a glorious immortality. Thus, in a few months, three of our most efficient school directors—the lamented Michael Lehman, and Col. Thomas Throp, and, recently, Mr. Simmons—have been called away from earth to their final account. As they did in the case of Messrs. Lehman and Throp, the city teachers adjourned their Institute as a mark of respect, to attend his funeral. Truly we can say, "Behold the upright man, for the end of that man is peace!"—*Williamsport Sun.*

OFFICIAL DEPARTMENT.

THIRTY-EIGHTH ANNUAL REPORT.

To the Senate and House of Representatives of the Commonwealth of Pennsylvania:

GENTLEMEN:—As required by law I herewith submit my annual report as Superintendent of Common Schools. The following statement is an exhibit of the present condition of the system. Its magnitude and prosperity must be a source of pride to every lover of his State:

Number of school districts in the State	2,023
Number of Schools	15,700
Number of graded schools	4,634
Number of school directors	13,320
Number of Superintendents	81
Number of teachers	18,021
Average salaries of male teachers per month	$41 04
Average salaries of female teachers per month	32 86
Average length of school term in months	6.36
Number of pupils	834,614
Average number of pupils	567,188
Percentage of attendance upon the whole number registered	.68
Average cost of tuition per month for each pupil	.98
Cost of tuition for the year	$ 3,926,529 88
Cost of building, purchasing and renting school-houses	3,386,263 51
Cost of contingencies	1,167,124 94
Total cost for tuition, building, &c., and contingencies	8,479,918 33
Total cost, including expenditures of all kinds	8,580,918 33
Estimated value of school property	16,889,624 00

If, to the $8,580,918 33, expended during the past year for common schools, we add $520,000, expended in supporting our orphan schools, we have a grand total of $9,100,918 33 expended for school purposes.

The increase in the most important of these items, as compared with those of last year, is as follows:

In number of districts	21
In number of schools	1,488
In number of graded schools	1,742
In number of school directors	220
In number of superintendents	2
In number of teachers	409
In number of pupils	5,723
In the average number of pupils	11,247
In the cost of tuition	$181,114 07
In cost of contingencies	1,898 89
In cost of building, purchasing and renting school-houses	620,619 17
In total cost, including expenditures of all kinds	809,157 13

The increase in the above named items, as compared with those of the year 1865,

the date of the last report of my predecessor in office, is as follows:

In number of districts	186
In number of schools	2,740
In number of graded schools	2,891
In number of school directors	2,220
In number of superintendents	16
In number of teachers	2,457
In number of pupils	130,684
In the average number of pupils	108,067
In the cost of tuition	$1,411,001 25
In the cost of contingencies	643,862 31
In the cost of building, purchasing and renting school-houses	2,921,175 43
In total cost, including expenditures of all kinds	4,966,679 78

The growth of our system of common schools, as exhibited by these figures, is truly marvelous. Our good old State, at little more than a single bound, has placed herself among the leading educational States of the Union. Scarcely another State, certainly none of the older States, can present a record showing such a development within the past six years. And this result has been obtained by evoking the power of the people, for our system of schools is directly dependent upon their will.

TABULAR STATEMENTS.

Farther on in this report will be found the usual statistical statements showing, in detail, the condition and working of the system. The following is a summary of these statements:

Statement A shows the financial condition of the several school districts of the Commonwealth, excluding Philadelphia. The receipts for the year were $6,023,451.65, the expenditures, $6,988,888.95; thus leaving a debt of $965,437.10.

Statement B shows the condition of the system for the school year 1871, excluding Philadelphia. The State, outside of Philadelphia, has 14,161 schools, 16,482 teachers, an attendance of 700,040 pupils, an average attendance of 495,632, and an average school term of 5 months and 21 days. She paid her male teachers the past year $40.03 per month, and her female teachers $31.12, and expended for school-houses $3,006,194.41, for tuition $3,183,418.86, for contingencies $799,275.48, and for all school purposes, $6,988,888.75.

Statement C shows the school statistics of Philadelphia for the year ending December 31, 1870. Philadelphia, at the date of the last report, had 380 school-houses, 1,539 teachers, 134,574 registered pupils, 81,854 pupils belonging to the schools, and school property valued at $3,315,407.00. She had expended for school purposes, during the year, $1,491,029.58. She paid male teachers $137.54 per month, and females, $43.40.

Statement D shows the condition of the system for the year 1871, in comparison with its condition for the year 1870, excluding Philadelphia. The increase in number of districts is 21; in number of schools, 329; in attendance, 4,988; in average attendance, 10,720; in percentage of attendance, .032; in number of teachers, 385; in the average salaries of male teachers, 40 cents; in average salaries of female teachers, 57 cents; in cost of tuition, $172,728.53; in cost of building, etc., $446,056.99; in total expenditures, $610,347.18. In contingencies there is a decrease of $8,438,34, and the length of term is just the same as last year. These items of increase are entirely satisfactory, except in respect to teachers' salaries and length of school term. With them it is likely there will be no marked increase while we are expending such vast sums for new school-houses.

Statement E shows the condition of the schools of Philadelphia for year ending December 31, 1870, in comparison with the year ending December 31, 1869. This statement shows an increase in the number of teachers of 24; in the number of registered pupils of 735; in the number of pupils belonging to the schools at the end of the year of 571; in the average attendance of pupils of 527; in the amount paid teachers for salaries of $8,385.54; in the amount paid for lots, buildings, &c., of $174,562.18; in the amount expended for books, stationery, fuel and contingencies, of $10,337.23; and in the total amount expended for all school purposes of $193,284.95. There has been a decrease in the number of pupils admitted during the year of 1,189. It is useless to conceal the fact that the working of her public school system, good as it is in many respects, is not quite satisfactory to the best school men of Philadelphia. They think that their system needs revision, and some of the figures above given would seem to indicate that they are not mistaken. Let me suggest here what changes seem to me to be desirable:

1. A better mode of examining and certificating teachers.
2. The respective duties of the ward boards of directors, and the board of controllers of the city, more clearly defined; or, in other words, more unity in the school administration of the city.
3. Taxes for school purposes levied and collected by the school authorities.
4. More complete supervision.

Statement F shows the condition of the system for 1871, in comparison with its condition for 1870, including Philadelphia. The most important items contained in this statement have already been given in the introduction to this report, but in order to exhibit still more clearly the wonderful growth of our system within the past six years, I have had prepared the following interesting table:

TABLE—SHOWING THE EDUCATIONAL GROWTH IN THE PAST SIX YEARS.

Years	Graded schools..	Superintendents	Average salary of male teachers per month.	Average salary of female teachers per month...	Cost of tuition...	Schoolhous-es...	Total cost including expenses of all kinds.	No. of teachers who attended Co. Institutes.
1866.....	2,800	66	$34.34	$26.31	$2,748,795.08	$ 725,000.00	$4,195,258.57	3,704
1867.....	3,225	68	35.87	27.51	3,028,065.70	1,262,798.68	5,160,750.17	3,944
1868.....	3,362	75	37.28	28.76	3,273,269.43	1,991,152.55	6,200,539.96	10,268
1869.....	3,425	76	39.00	30.52	3,500,704.26	2,455,847.71	6,986,148.92	11,381
1870.....	3,872	79	40.66	32.39	3,745,415.81	2,765,644.34	7,791,761.20	11,210
1871.....	4,634	81	41.04	32.86	3,926,529.88	3,386,263.51	8,580,918.32	11,890

Statement G shows the value of the school property of the State as estimated by the school directors or controllers. The value of this property is set down at $16,889,624, being an increase over the value as given last year, of $1,052,441.

Statement H shows the expenditures of the department for the general system. The State apropriation was $500,000. Of this amount, $95,387.66, were paid to Philadelphia; $30,430.42 to cities and boroughs having superintendents under the law of 1867; $68,661 to County Superintendents for salaries; $15,000 to State Normal schools; $2,500 to Lincoln University; $4,039.59, to districts previously non-accepting, and $284,181.33, to the several districts of the Commonwealth. The amount distributed generally, was 48 cents per taxable.

Statement I shows the expenditures of the Department for its own support. These expenditures amounted to $14,547.03, or, including the Superintendent's salary, to $17,047.03.

Statement J shows the estimates of appropriations needed for the general system and the School Department, for the year 1873. I have asked for a general appropriation of $750,000. The last Legislature wisely increased it from $500,000, to $650,000, but it ought not to stop at that point. The amount now asked for is but a small proportion of the $9,000,000, that will be required in 1873, for school purposes. The people are helping themselves magnificently; let the State continue to help the people. I have also asked for an appropriation to pay the salary of another deputy, to assist particularly with the out-door work of the Department. The work is now too heavy for the force employed. It is at least three times greater than it was in 1866, and yet the same number of men are employed to do it.

Statement K shows the amount of appropriations made to the several State Normal schools. The aggregate appropriations made to these schools, are as follows: Millersville, $44,980.89; Edinboro', $29,385.68; Mansfield, $28,250.09; Kutztown, $21,146.69; Bloomsburg, $17,201.97; West Chester, $15,000, and Lincoln University, $9,000. Total amount thus appropriated, $189,965.36.

In addition to the appropriations to the schools now in operation, the Legislature has made conditional appropriations as follows: To the school at California, Washington county, $15,000; to the school at Shippensburg, Cumberland county, $15,000, and to the proposed school at Indiana, $15,000. Of these amounts, California has received $15,000, and Shippensburg $15,000. The State does well to foster these institutions, for we cannot have good schools without good teachers.

The school at West Chester was recognized as a State institution during the past year. It is now open and full of promise. The schools at California and Shippensburg will most likely apply for recognition during the present year. The Lock Haven school moves forward slowly, and the proposed one at Indiana has not for some time past moved forward at all; but both are well located and will undoubtedly be completed. There

is also a movement of some promise at Broadheadsville, Monroe county.

Statement L shows what has been done under the law of 1868, in reference to districts that had previously refused to put schools in operation under the system. Twenty-one of the twenty-four such districts in 1868, have acceded to the requirements of the law. Harmony district, Beaver county, one of the three recusant ones, has a good free school in operation, although not under the School system; but Overfield and Washington, in Wyoming county, still refuse all the advantages of the act. Good hopes are entertained, however, that they, too, will soon yield to what it is so manifestly their interest, and the system become universal in the State.

Statement M shows the number of permanent certificates now granted. The whole number is 818; 131 of which were granted the past year. It appears elsewhere, that only 504 teachers holding this grade of certificate are now teaching in the State.

Statement N shows the condition and working of the system as exhibited by the reports of the superintendents.

Of the 12,091 school-houses reported, the number of frame is 7,774; of brick, 2,338; of stone, 1,500; of log, 326; built during the year, 640; unfit for use, 1,492; having no privy, 4,512; with sufficient grounds, 6,058; with grounds suitably improved, 881; well ventilated, 6,892; with suitable furniture, 7,210; with insufficient furniture, 3,783; with injurious furniture, 1,663; supplied with suitable furniture during the year, 591; well supplied with apparatus, 2,438; wholly without apparatus, 1,636; supplied with apparatus during the year, 519; having outline maps, 6,998. Of the 14,018 schools, 3,434 are graded; 345 were graded during the year; 10,597 are well classified; 11,536 have uniform text-books and in 11,716 the Bible is read. The number of public examinations held was 1,890; the number of directors present at them, 5,759; of teachers receiving provisional certificates, 14,132; of teachers receiving professional certificates, 602; of applicants rejected, 2,543; of teachers examined privately, 622; of certificates annulled, 19; of certificates renewed, 262, and the average grade of certificates was $2\frac{5}{5}$. The number of male teachers employed was 7,640; of females, 8,842; average age of teachers, 23½ years; number who had no experience in teaching, 2,141; who had taught less than one year, 1,993; who had taught more than five years, 4,763; who had attended a State Normal school, 2,011; who had graduated at a State Normal School, 246; who had read books on teaching, 12,139; who held professional certificates, 1,365; who held professional certificates unworthily, 12; who failed totally, 147. The number of visits to schools by superintendents, was 17,629; average time spent in each, 1⅔ hours; number of schools not visited, 1,363; number of directors accompanying superintendents on their visitations, 3,585; number of patrons or citizens met in the schools, 8,102; number of teachers who attended district institutes, 4,057; number of educational meetings held by superintendents, 593; number of district libraries organized under the law of 1864, 5; number of private schools, 346; number of academies and seminaries, 161; number of pupils attending private institutions, 19,394; estimated revenue of such institutions from tuition, $338,105; number of teachers employed in them, 720.

Statement O shows the statistics of teachers' institutes held during the year. The attendance of actual members at the institutes, was 11,890; the average attendance of actual members, 8,433; the attendance of honorary members, 1,850; the attendance of spectators, counting those present at some one session of each institute, 30,767, and the institutes were instructed by 538 lecturers and 227 essayists, and cost the several counties $11,957, and the members $3,456. These results of our institute work are certainly something to be proud of.

Statement P shows the statistics of the State Normal schools. The five State Normal schools that were in operation during the past year, have had since their organization as State schools, 14,137 students; of whom 2,507 attended the past year, and they have graduated 469 students, of whom 127 graduated the past year; 1,129 students received State aid, either as students or graduates. These schools had during the past year 72 professors and teachers; 8,348 volumes in their libraries; property of the estimated value of $457,229.69; an aggregate indebtedness of $104,814.37; an income of $161,303.32, and expenditures amounting to $149,819.76.

Statements Q and R show the statistics of colleges, academies and seminaries. The statistics presented in the statements are no doubt correct, as regards the individual institutions making reports to the Department. It is to be much regretted, however, that all our colleges and academies do not make

reports, in order that a full statement concerning the condition and work of this class of educational agencies might be given. As it is, we can only say to those who seek information from the statements referred to, that they by no means do justice to Pennsylvania in the matter of higher education. From the fact that so many do not, we are the more obliged to those that do report.

Statement S was compiled by the National Bureau of Education, and exhibits the school statistics of the United States. The statement is a very valuable one. Pennsylvania compares well with her sister States.

REPORTS OF COUNTY SUPERINTENDENTS.

The reports of the several county superintendents will be found in their usual place, and they possess even more than their usual interest. They exhibit the condition and working of the system in all parts of the State, point out the obstacles that stand in the way of its further development, and make valuable suggestions with reference to their removal. The county superintendency never accomplished more good than it is accomplishing at the present time, and was never stronger in the general confidence of the people. If it fails of its purpose anywhere, it is owing to the officer, not the office, and next May the proper remedy can be applied by electing more efficient men.

REPORTS OF THE CITY AND BOROUGH SUPERINTENDENTS.

Sixteen of our principal cities and boroughs have elected superintendents under the law of 1867. The list is as follows: Allentown, Altoona, Chester, Easton, Erie, Harrisburg, Hyde Park, Meadville, Pittsburgh, Pottsville, Reading, Scranton, Titusville, Wilkesbarre, Williamsport and York. This agency is giving great satisfaction and doing great good. The reports of the city and borough superintendents, in commission, will be found under the proper head. These are carefully prepared documents and will well repay those who may read them.

The success of the city superintendency has been so marked, that it seems strange any of our large cities and towns should refuse to put it in operation. Philadelphia, Allegheny, Lancaster and Norristown, and even much smaller places, stand in their own light in this matter. It is true, as it was stated in my last report, that "a system of schools in a large town should be a compact organization, a well rounded, harmoniously working whole; and an army has not more need of a general than such a system has of a responsible head. The school property should be carefully looked after. The pupils, their grades, their classes, their studies, their recitations, all need the attention of some one who has the whole field before him; and they themselves, young in mind and heart, can very badly do without the counsel and care of a school-father. The teachers, too, lose interest in their work without some one to advise, strengthen and cheer. A competent man, loving his work, placed at the head of the school system of a town, can interpenetrate the whole with a new life. He can make it feel his touch at every nerve. He can mould it into comeliness, arouse its latent strength, and fire all about it with an ambition that will accomplish much that is good and great."

REPORTS OF PRINCIPALS OF NORMAL SCHOOLS.

The reports of the principals of the State Normal schools will give all needed information in connection with the statistical statement hereinbefore referred to, respecting these interesting institutions.

The principal of the new school at West Chester makes his first report.

Lincoln University, located at Oxford, Chester county, has been recognized for some years as a normal school for young colored men preparing themselves for teachers. The State has appropriated to the institution, with a view of aiding it in this feature of its work, $9,000. The report of the president takes its proper place, for the first time, in connection with the reports of the principals of the other State schools.

REPORT OF THE PRESIDENT OF THE AGRICULTURAL COLLEGE.

At my request, Rev. James Calder, D.D., President of the Agricultural College, has furnished this department with an interesting report of the institution over which he has been called to preside, and it is published in connection with the reports of the other State institutions.

The State has invested a large amount of money in the Agricultural College, and is deeply interested in its success; and its friends everywhere will be cheered with the assurances of increased usefulness and prosperity which the report presents. The college will work in sympathy with the great

common school movement; let its advances be met in the same broad spirit.

ORPHAN SCHOOLS.

The last Legislature placed the administration of the orphan schools in the hands of the Superintendent of Common Schools. This interest will be made the subject of another report, as the law provides; but it is proper to give here the following summary of facts relating to the system:

Number of institutions in which there are soldiers' orphans	39
Number of orphans in schools and homes, May 31, 1871	3,607
Number of orders of admission issued since May 31, 1871	418
Number of discharges since May 31, 1871	150
Number of orphans in charge of the State, November 1, 1871	3,660
Number of orders of admission issued since system went into operation	6,907
Number of orphans admitted into school since system went into operation	5,907
Number of applications (children under eight years of age) now on file	107
Probable number of orphans who will be cared for under the system	6,500
Cost of the system for the past year, about	$500,000 00
Whole cost of system since going into operation	2,992,298 34
Probable amount of future appropriations that will be needed	2,000,000 00

When the whole work shall have been finished, it will show that about *six thousand five hundred* destitute soldiers' orphans have been maintained and instructed at a cost to the State of about *five millions of dollars.* Than this grand work of charity, Pennsylvania has done nothing nobler in all her history.

I.—WORK OF THE ENLARGED DEPARTMENT.

The School Department, as enlarged by the last Legislature, has general charge of 900,000 children in the common schools, and 3,600 orphan children, and controls, more or less directly, the expenditure of over $9,000,000 per annum. The work of the School Department, with respect to the several educational agencies of the State, is briefly as follows:

With respect to *Teachers:*—It prepares and furnishes certificates for all the eighteen thousand teachers, and grants, directly, certificates to such of them as have reached the higher grades of the profession.

With respect to *School Directors* and *Controllers:*—It gives advice and instruction concerning their duties to thirteen thousand school directors and controllers, furnishes them blanks, receives and tabulates their reports, reviews their accounts, judges whether they have kept their schools open according to law, and, if so, pays them the State appropriation for their respective districts.

With respect to *County Superintendents:*—It calls conventions for the election of county superintendents in the several counties, receives the returns and judges of their legality, commissions the persons elected, removes the disqualified, pays their salaries, provides blanks for recording and tabulating their work, and receives and publishes their reports.

With respect to *City* and *Borough Superintendents:*—It holds about the same relation to the city and borough superintendents as it does to county superintendents, except in the matter of the direct payment of salaries.

With respect to *Teachers' Instiututes:*—It furnishes to teachers' institutes—one being held in each county—blanks for their reports, receives, tabulates and publishes their reports, and renders all the assistance possible in their management.

With respect to *State Normal Schools:*—Investigates the claims of normal schools to State recognition, executes all legal forms necessary to their becoming State institutions, examines and approves their courses of study, their governmental regulations and their charges to students, visits them, appoints the time of examining their graduating classes and assists at the examinations, furnishes diplomas for their graduates, receives and publishes their reports, and pays them their State appropriations.

With respect to the *Soldiers' Orphan Schools:*—It has almost complete control of the forty different institutions in which soldiers' orphans are maintained and instructed; the accommodations, the persons employed, the food, clothing, instruction and discipline of the children being subject to the direction of the State Superintendent.

With respect to *Colleges* and *Academies:*—It receives, tabulates and publishes all reports made by colleges and academies, as required by law.

Besides all this, the Department is compelled to make an annual report to the Legislature, containing full information concerning the condition of the system of public instruction in the State and proposing plans for its improvement, to give advice appertaining to their school interests to every

citizen who asks it, and to decide all questions relating to those interests, without expense to the parties presenting them.

To carry out, with the necessary system, the multiplied details of this immense work, the Department prepares and issues, to the different school agencies and officers throughout the State, some thirty-five kinds of blank books and forms, and is compelled to use twenty-five kinds of blank books in which to keep its own records. Its correspondence reaches fully fifteen thousand letters per annum.

The officers now engaged in the work of the Department are a Superintendent, a Deputy Superintendent, two inspectors of soldiers' orphan schools, five clerks and a messenger. There has been needed very badly, for some years, a second deputy to relieve the present officers from a portion of their out-door duties. With no disposition to complain, and with every disposition to do all that can be done with the present force at my command, I cannot help thinking the Legislature is very slow in granting a request for help of this kind which has been so repeatedly made. To give weight to the request, it may properly be added that the business of the Department has increased at least three-fold since the present administration came into power, without any increase in the number of officers.

RECONSTRUCTION OF THE DEPARTMENT.

The school work outlined under the preceding head is now as well classified as the conditions under which it is done will admit; but the rapid growth of our system of public instruction will soon demand, in a way not to be overlooked, a considerable increase of clerical and supervisory force, and to use this increased force to most advantage, there must be a re-organization or reconstruction of the Department. Indeed, the change cannot take place too soon for the good of the system, and my experience teaches me that in place of our present necessarily rather loose organization, we should have, first, a *School Department* as now, with a superintendent at its head assisted by two deputies; and, second, the division of the Department into bureaus, as follows:

1. *A Bureau of Elementary Education.*—This bureau could attend to the principal work connected with the common, elementary schools, and would need one chief clerk and two assistants.

2. *A Bureau of Higher Education.*—One competent officer could attend at present to all the business that would belong to a bureau doing the work of the department appertaining to high schools, academies and colleges.

3. *A Bureau of Professional Education.*—This bureau could do the work of the Department with respect to Normal schools and Teachers' Institutes. One officer, thoroughly versed in it, could do the office work of this bureau.

4. *A Bureau of Orphan Schools.*—This would be a temporary part of the organization, and could be easily managed by the force now employed. A single permanent desk might be devoted to work appertaining to houses of refuge, reform schools and homes for friendless children. This class of institutions must rapidly multiply, and it is quite plain that our system of public instruction must before long be supplemented by them.

5. *A Bureau of Special Instruction.*—Our schools for the feeble-minded, and our asylums for the blind and deaf and dumb, if not our hospitals for the insane, and our jails and penitentiaries, are in many respects educational institutions. Much of the work that might be done by such a bureau as the one proposed, is now done by the State Board of Charities; but there is still enough that needs doing, purely educational in its character, to employ the full time of one competent officer. A flood of light might be expected from such a source upon the whole science of education.

All that is necessary to affect such an organization as that now outlined, is the necessary legislative authority and an increase of three or four officers to the present force in the Department; or, if the same number of clerks now employed can be allowed to remain when the orphan schools shall have been discontinued, no addition will be needed.

I speak in this matter with the conviction that the education of our children is the most important interest in the Commonwealth, and that money judiciously spent for this purpose is money saved to the people, and I trust I speak to statesmen who appreciate the value of organization in carrying on any great enterprise. Let us not forget that Pennsylvania is no longer a small colony or a thinly populated State; but she has grown to be an empire, with four millions of people, and that number soon to be doubled.

III.—NO POLITICS IN SCHOOL AFFAIRS.

The reconstruction of the Department as proposed would be incomplete, unless provision be made to remove all connected with it away as far as possible from political influences. Theoretically, it will be acknowledged by thinking men of all parties, that there ought to be no politics in school affairs. Citizens of all parties pay the taxes, the children of all parties are found in the schools, and it is, therefore, clear that damage must be done to the system by placing those in control of it who are unable in the administration of their offices to rise above partisan influences or prejudices.

The State Superintendent is now appointed by the Governor of the State, and holds his office for the term of three years. Of course, both he and his subordinates are expected to be in sympathy politi-

cally with the appointing power. To what further extent, in the administration of the office, politics are carried, depends very much upon the discretion of the Superintendent. A mere partisan might do immense harm. No such a man ought to fill the office.

It would go far to guard against any danger that might arise from this cause, if the State Superintendent were appointed by a board composed somewhat as follows: the Governor, the Chief Justice of the Supreme Court, the Speaker of the Senate, one person elected by the State Teachers' Association, one by a convention of superintendents, one by a meeting of the principals of State Normal schools, and one by a meeting of the presidents of colleges. By this arrangement, there would be constituted a board of seven, and the character of the men who would compose it, and the different interests represented by them, would always secure the selection of a competent man to fill the position without regard to politics. The Superintendent, when selected, might be entrusted with the power of nominating to the same board his subordinate officers.

In this connection, I desire to express my full approval of the principle of a bill which was introduced into the Senate last winter by Hon. Charles R. Buckalew, and passed that body almost unanimously, but for some unknown reason was not acted upon in the House, applying what is called the "free vote" to the election of school directors. The bill provides, "that in all future elections of directors of common schools in this Commonwealth, whenever two or more persons are to be chosen in a district for the same term of service, each voter may give all his votes to one or more candidates, as he shall think fit; the candidates highest in votes shall be declared elected. Any appointment to fill a vacancy in a board of directors shall, whenever practicable, be made from among the voters of the proper district who shall have voted for the directors whose place is to be filled." And that "whenever a voter shall intend to give more votes than one to any candidate for director, he shall express his intention distinctly and clearly upon the face of his ballot, otherwise but one vote shall be counted and allowed to such candidate; but any ballot which shall contain or express a greater number of votes than the whole number to which the voter shall be entitled shall be rejected."

It is evident that the effect of this bill, in the present condition of political parties, would be, in a great majority of districts, to give them an equal representation in our boards of school directors; or, in other words, it would lift at once our whole educational structure out of the mire of politics. The man who does this will confer a great boon upon the system.

With a directorship removed from political influences, superintendents would be elected and teachers chosen more with regard to their merits than is now the case, and the whole work would move forward on a higher plane, unobstructed by the obstacles arising from the jarring political interests that now impede its progress.

IV.—OUR SYSTEM OF COMMON SCHOOLS.

There come to the School Department so many inquiries from the outside of the State, in reference to the nature of our Pennsylvania common school system, that it is deemed well to give in this place a brief general outline of it.

Each township, borough and city in this State is made by law a school district. The districts thus formed are the only ones except a small number of what are called "independent districts," with a single school, formed out of parts of adjacent townships, otherwise badly accommodated with schools. Outside of cities and boroughs, the school districts have from one to thirty schools, the average number being about seven. The power of levying and collecting taxes, building and furnishing school-houses, employing and paying teachers, selecting text-books and managing the schools generally, is vested in a board of six directors, two of whom are elected annually at the regular local elections. The courts have power to remove directors for the non-performance of duty, and the State Superintendent can refuse to pay a district its quota of the annual State appropriation, if its directors do not keep the schools "open according to law."

The directors of a district are authorized by law to appoint and pay a district superintendent, and to require the teachers in their employ to hold a district institute. Each board is compelled to make an annual report to the State Superintendent through the agency of the proper County Superintendent, who must approve it, accompanied by a sworn statement, to the effect that the schools of the district have been kept open and in operation according to law, and specially declaring that no teacher has been employed during the year who did not hold a valid certificate, and that the accounts of the district have been legally settled. Failing to make such a statement, works a forfeiture of the State appropriation.

The school directors of each county, and of each city and borough having over 7,000 inhabitants, as may choose to do so, meet in convention triennially, at the call of the State Superintendent, to elect a superintendent and fix his salary. The directors fix the salary of the office absolutely, but they are limited in their choice of a person to fill it, to persons having certain scholastic and professional qualifications, of the sufficiency of which the State Superintendent is to judge before he issues the commission. The State Superintendent pays the salaries of the county superintendents, and fills all vacancies in the office by appointment.

The duties of the superintendents of counties, cities and boroughs, are to examine and certificate teachers, visit schools, give instruction to the teachers, hold institutes and supervise generally the school interests intrusted to their care. They make monthly and annual reports to the School Department.

The teachers' certificates granted in Pennsylvania, are the following:

A provisional certificate, which is a mere license to begin to teach. It is good only in the county where issued, and for a single year. A scale of figures from one to five is used in filling up this certificate, to denote degrees of proficiency in the several branches.

A professional certificate, which is a license to teach in the county where issued for the term of the Superintendent granting it, and for one year thereafter. It is granted to any good teacher who can pass an examination in orthography, reading, writing, arithmetic, geography, grammar, history of the United States and the theory of teaching.

A permanent certificate, which is granted by this department to teachers holding professional certificates, whose application therefor is endorsed by the proper Superintendent, the proper board or boards of directors and by a county committee of teachers elected by ballot for this purpose at the teachers' in-

stitute. This certificate is good permanently in the county where issued, and for one year in any other county.

A State certificate, which is issued to teachers who pass an examination, in a prescribed course, before the board of examiners of the State Normal schools. This certificate is permanently good in any part of the State.

The State Superintendent is appointed by the Governer, with the consent of the Senate, and holds his office for three years. His general duties have been already named, in giving the statement of the work now devolving upon the School Department. He appoints his subordinate officers.

The State is divided into twelve Normal School districts. To nine of these the State has appropriated $15,000 each toward the erection of buildings for Normal school purposes. The balance of the money required for their erection either has been or must be raised by local contributions. The buildings when erected do not belong to the State, but to the stockholders or contributors, who, however, cannot dispose of them or use them for any other purpose, without the consent of the State authorities. The State has appropriated considerable money to the several schools for the purchase of apparatus. No school can be recognized as a State Normal school until it has been found by the State authorities to conform to the requirements of law, and, when recognized, its charges, course of study and disciplinary regulations must be approved by the State Superintendent. The State furnishes diplomas for all graduates of Normal schools, and the State Superintendent is chairman of the board that conducts the examination of the graduating classes. The State pays each student, who is attending a Normal school for the purpose of becoming a teacher, fifty cents a week toward his expenses, and gives him a gratuity of fifty dollars at graduation. All appropriations to State Normal schools are paid by the State Superintendent. A diploma of the first degree, given at a State Normal school, exempts the holder from examination in any part of the State for a term of two years after graduation; but at the expiration of that time he must either submit to an examination, or present to the Board of Examiners of the Normal school where he graduated, an application for a diploma of the second degree, endorsed by the board or boards of directors for whom he has taught, and by the proper superintendent. This, if granted, makes him a teacher for life.

V.—PROPOSED CHANGES IN THE LAW.

For reasons given in former reports, at some length, I respectfully recommend the passage of a supplement to our school laws, containing the following provisions. For the purpose of securing attention to all the details of the proposed measures, I state them somewhat in the form of a bill:

1. That any board of directors, or two or more boards conjointly, may appoint, at such a salary as may be agreed upon, a practical teacher, not a director, holding a professional or permanent certificate, local superintendent of schools, and require him to perform such service in visiting schools, instructing teachers, gathering statistics and making out reports as they, in connection with the County Superintendent, may deem proper.

2. That rooms for the meetings of conventions of directors, held for the purpose of electing county superintendents, shall be provided by the commissioners at the respective county seats, and all such conventions shall assemble upon the call of the State Superintendent, issued six weeks previously by circulars sent to all boards of directors.

3. That such conventions shall consist of two delegates from each school district, and two from each ward in cities and boroughs entitled to representation, to be chosen from and by the several boards at the regular meeting next prior to the meeting of the convention, or if no selection be made by a board, its president and secretary shall be delegates.

4. That the salary of a County Superintendent shall be two dollars for each school under his supervision, and one dollar for each square mile in his county, unless a convention of directors see proper to add to the sum thus obtained, an amount from the State appropriation to their own county: *Provided*, That in no case shall the salary of a County Superintendent be less than one thousand dollars.

5. That the State Superintendent shall, with the advice and consent of the Governor, appoint, on or before the 1st of May, annually, three citizens of each Normal School district in which a Normal school is in operation, to act as trustees on the part of the State, in the boards of trustees of the several Normal schools.

6. That the school directors of the several school districts, and those of wards in the cities and boroughs, shall, in connection with their annual reports, in the year one thousand eight hundred and seventy-three, and every third year thereafter, report, in such form as the State Superintendent shall prescribe, the whole number of children in their respective districts or wards of school age, designating whether they are white or black, of native or foreign parentage, and the length of time each attended school during the three preceding years.

7. That the word "five" shall be inserted in place of the word "four," in section twenty-eight, act of May, one thousand eight hundred and fifty-four, and school directors shall hereafter keep the schools of their respective districts in operation five months in the year: *Provided*, That the length of term shall remain as at present, in districts where the maximum of tax allowed by law to be levied for school purposes shall be found insufficient to keep their schools open a longer time.

8. That it shall be the duty of the State Superintendent, in conjunction with the county superintendents, to so organize the teachers' institutes held in the several counties, with respect to the time of holding and method of conducting them, as to promote their highest efficiency, and he is hereby required to provide at least one competent instructor to attend the institute of each county, and pay him such reasonable compensation as may be agreed upon, out of the annual appropriation to common schools, the bills to be settled in the usual manner by the Auditor General: *Provided*, That the whole sum thus expended shall not in any one year exceed five thousand dollars.

VI.—GREAT QUESTIONS TO BE MET.

Immediately before the friends of education in Pennsylvania, there are several great questions that must be met and settled. Among them are—

1. *That Concerning Truant, Vagrant, and Neglected Children.*—The President of the Board of State Charities, in his last annual report, thus states the question: "No man who has observed, with any care, the condition of our larger communities, can have

failed to notice that there is in them all a considerable percentage of the children who grow up to maturity without the chance of taking pattern from any exemplary life within their range. Whatever ideas they have of the difference between good and evil, are intuitive, and the sanctions of divine and human laws are known to them only to the extent of their own sad experience. The average of social virtue, dignity and wealth is much reduced by the presence of this debased and debasing ingredient. And it is a problem well worthy of the gravest and most patient thought of philanthropic, political economists, whether anything, and, if anything, what can be done for the rescue of these unfortunates from their ill-starred condition, for the protection of the communities which they deteriorate, and for the purity, welfare and honor of the State, the mother of them all."

It was stated in a previous report that by the school census of Philadelphia, taken in 1868, it was ascertained that 20,534 children in that city, between the ages of six and eighteen, 11,000 of them between the ages of six and twelve, were in attendance at neither public nor private schools. By a similar census of Pittsburg, taken in 1869, it appeared that 3,781 children, between the ages of six and fifteen, were without school advantages of any kind. The carefully taken census of the borough of Pottsville, shows that, in 1870, of 4,427 children in that borough, between the ages of six and twenty-one, 2,214 were out of school, and of 2,080, between the ages of seven and thirteen, 401 were out of school. Several county superintendents have made careful estimates of the degree of absenteeism in their respective counties, and concur in stating that about one *per centum* of the children of proper age never attend school at all, and that some seven or eight *per centum* of them attend so short a time or so irregularly as to derive little advantage therefrom. From such facts it is probable that 75,000 of our youth are growing up in virtual ignorance. A large majority of this number, it is true, either have acquired or will acquire the ability to read and write a little, but they are sadly deficient in all the nobler qualities that a good education is so well calculated to produce.

These 75,000 neglected children are found in the cellars and garrets, the streets and alleys of our cities and towns, employed in our mines and manufactories, or running wild in country places. Every observer must notice them, and every good man must lament their condition and fear the evils that society must experience from their untutored minds and unrestrained passions.

What becomes of these children thus suffered to grow up in ignorance? Let our houses of refuge answer the question. The total number of children received into the two houses of refuge for the ten years from 1860 to 1870 was 5,189, and their average age was about 13½ years. Of these, 1,941 could neither read nor write; 957 could read but not write; and 2,291 could read and write, but only about 200 of them could read and write well. This ignorance-produced crop of vice and crime, when more fully ripened, is harvested by our jails and penitentiaries.

But ignorance in this country does not only curse society with vice and crime, it *votes;* and a ballot in the hands of an ignorant man is a dangerous weapon. It is fearfully true, that with large masses of ignorant men as voters, no country can long sustain free institutions. Our statesmen cannot guard against this evil with too much care. "Eternal vigilance" in this, as well as in all other respects, "is the price of liberty."

To remedy the evil of non-attendance, many persons advocate the enactment of a law compelling children between certain ages to attend school for a certain number of months each year. Such laws, however, have not proven very effective in the countries and States where they are now in force. Prussia has such a law, but the school attendance in Prussia does not embrace a greater percentage of the school-going population than it does in other European countries that have no compulsory law. It is even doubtful whether the percentage of attendance is greater in Prussia than it is in Pennsylvania. Massachusetts has had on her statute books for years, very rigid laws enforcing attendance at her public schools; how effective they are will be shown from the following statements taken from the last report of the Board of Education.

In that report, page 102, it is stated that the "ratio of mean average attendance for the year to the whole number of persons between five and fifteen is .74." We have no means of determining how many persons there are in Pennsylvania between the ages of five and fifteen, nor how many between those ages attend our schools, as our school statistics are compiled in a different way from that in which they are compiled in Massachusetts; but from the best estimates that can be made, attendance at school seems to be about as good here as there.

Abner J. Phipps, Esq., the agent of the Board of Education, says: "It is a mournful thought that notwithstanding the very large amount expended for the maintenance of the public schools of our State, so large a proportion of children of school age fail to reap the advantages of this, and grow up in comparative ignorance. It is true we have a compulsory law, with sufficient penalties, if it were enforced, but in many towns it is not only not enforced, but no disposition to enforce it is shown."

Hon. Joseph White, Secretary of the Board of Education, declares, with reference to their compulsory law and the practice under it, that "It is the weakest and least defensible part of our school system."

And Gen. H. K. Oliver, the State constable, one of whose duties it is to see that the State laws concerning education are enforced, puts the case still stronger. The italics are his own. He says: "Now, we know, indeed, that there is a compulsory statute of the Commonwealth in relation to the schooling of its children, but like a great many other statutes on the books, it is paralytic, effete, dead—killed by sheer neglect. It was never enforced, and never supposed to be anybody's duty to enforce it. In fact, we are inclined to believe that it is not generally known that such a law was ever enacted. *Nobody looks after it, neither town authorities, nor school committees, nor local police, and large cities and many of the towns of the State are swarming with unschooled children, vagabondizing about the streets and growing up in ignorance and to a heritage of sin. The mills all all over the State, the shops in city and town, are full of children deprived of the right to such education as will fit them for the possibilities of their after life.* Nobody thinks of either enforcement or obedience in the matter, so that between those who are ignorant of the provision and those that care for none of these things, thousands of the poor younglings of the State, with all her educational boasting, stand precious small chance of getting even the baldest elements of education."

Waiving all question, then, as to whether a law compelling children to attend school is in consonance with the spirit of our free institutions, and whether the indisposition in this country to enforce such a law does not arise from that fact, the experience of Massachusetts teaches us that we in Pennsylvania must look in some other direction than in that of a compulsory law to find the remedy we are seeking for the evil of non-attendance at school.

After having carefully considered this delicate and difficult snbject, I have about reached the conclusion that we must first do what remains to be done in the way of providing good school-grounds, good school-houses, and good teachers for our children, and we have yet much to do in this direction; and then supplement our present voluntary system by enactments as follows:

1. A judicious truant law.

2. A judicious law preventing the employment of children in mines, manufactories, &c., without some provision for their education.

3. A law authorizing boards of directors in cities and large towns to appoint and pay, when needed, a *school missionary*, to visit the parents of children not in school or attending irregularly, and endeavor to secure their attendance.

4. A law legalizing, if not requiring, the establishment of a home for friendless or neglected children in every county of the Commonwealth, and giving the boards of directors of the several school districts power to send to these institutions such children as the safety of society might justify being disposed of in that way. These homes should be established, supported, and managed by the same authorities that have the care of the almshouses, aided, perhaps, at first, by appropriations from the State. They should provide maintenance and clothing, as well as instruction, for the children. They should train the children up to habits of industry, and whenever suitable opportunities presented themselves, they should place them in good families, or where they could learn a useful trade.

A compulsory law, even if fully enforced, cannot bring into the schools children suffering from the want of food, clothing or shelter, children who must work or steal in order to live, children who have no parents or friends to care for them; and a large proportion of those growing up in entire ignorance are of this class. The county home is just the place for them, and tens of thousands might by its means be plucked like "brands from the burning," and made good members of society. I have almost unbounded faith in the effect of good influences upon the character of young. I believe most firmly that if all the ignorant, vicious boys and girls in Pennsylvania, could be at once brought into properly managed homes of the kind just spoken of, *nineteen out of every twenty* could be made good men and women—good members of society. If society is ever reformed, it will be done in this way. If the evils we complain of and suffer under, are ever removed, rooted out, it will be effected by the right education of the young.

It is in favor, also, of the plan proposed, that it does not disturb the sacredness of the family—a matter so dear to the Anglo-Saxon race. The State would not be called upon to overrule or break down parental authority, but merely step in to take the parent's place where children either have no parents or none that cared for them.

I cannot too earnestly press this subject upon your attention and upon the attention of all good men.

2. *That concerning a more Complete Provision for Higher Education.*—I have felt it my duty, in the several reports issued from this Department during the present administration, to urge with earnestness the importance of devoting more attention to the interests of higher education. Many of our people seem to think that if they have their children taught simply to read, write and cypher, it is enough. Others add to these branches a smattering of geography and grammer, and call their children well educated. This superficial education is breeding among our people shallowness, rawness, conceit, instability and a want of self-respect, honor and dignity. It is lowering the tone of society, subjecting us to the rule of unprincipled demagogues, filling high positions with incompetent men, and weakening public virtue. Every social interest and every governmental concern in this country is suffering for want of more men of broad views, ripe culture and high sense of right. I heartily endorse the sentiment uttered by President Porter, of Yale College, in his recent inaugural address, that "the lessons of history, both the earlier and the more recent, are distinct and vivid, that in a republic like ours, wealthy, proud and self-confident, there can be neither permanence nor dignity, if the best knowledge and the highest culture do not influence its population and its institutions."

In order that something practical may be done in the way of encouraging higher education, it may be well to remember that our common-school laws not only sanction the establishment of graded schools for the teaching of the higher branches of learning, but enjoin their establishment, wherever practicable, upon boards of directors. Within the last five years much has been done in this way. Graded schools have rapidly increased in number, and those previously in operation have greatly improved in efficiency. Our cities and towns are now pretty generally supplied with reasonably good facilities for imparting a higher grade of instruction, but there are few rural districts that enjoy any advantages of the kind. There are tens of thousands of young people throughout the State who are prepared to enter upon a course of higher education, but have no opportunity of doing so, except by leaving home and incurring considerable expense. A vast amount of talent is thus lost to society and to the State. Can nothing be done to prevent it?

Our school law allows boards of directors of one district to admit pupils into their schools from other districts, on condition of their paying tuition fees. Taking advantage of this provision, public-spirited boards of directors in small boroughs and thickly settled rural districts, in different parts of the State, are beginning to establish high schools, and invite to them pupils from the surrounding districts that, from the sparseness of their population, cannot establish such schools. The result is, they secure the advantages of a good high school for the children of the district at a very moderate cost, save parents the expense of sending their children abroad for an education, and, at the same time, benefit their neighbors. Take, for an example, the little borough of Troy, in the county of Bradford. Its population is about 1,200, and it has some 350 children to send to school. As those familiar with the subject know, this number of children would not justify the establishment of a high school. But the board of directors of Troy, determined to have a good school, first build a school-house costing some $12,000 or $14,000, equip it handsomely, and then employ a principal at a salary of

$1,300 a year, and give him as assistants a corps of first-class teachers. This done, they are ready to invite pupils from outside of the district, and thirty or forty of them come. With these they secure the material for a very fine high school, and the wherewithal to support it. This Troy Free Academy is open to all the children of the district, alike to rich and poor, and blesses the whole section of country for miles around with the advantages of a higher education.

Troy is an example of what many towns and villages have done, and there seems to be no good reason why the further development of our system should not take this direction, nor why there should not be, before long, hundreds, if not thousands, of such schools in the State. Indeed, the policy would not be a bad one for boards of directors, in districts near to those containing high schools, to select, by competitive examination, the best and brightest scholars in their schools, and pay for their tuition at the high schools out of the public funds.

3. *That Concerning a Closer Union between our Common Schools and our Colleges.*—I have repeatedly called the attention of the Legislature to the necessity of a closer union between our common schools and our colleges. In 1868 I prepared, in the shape of a bill, a practical measure looking to that end, but the reception it met with in your body of that year was not very encouraging. Some such measure is badly needed, and I again respectfully call your attention to the subject, and ask for it your favorable consideration.

Our common schools need the help of the colleges —need their learning, their light—need them as objects toward which to direct the aspirations of ambitious pupils. If we aim at nothing beyond a common school education, our educational interests must move forward on a low plane, and the intellectual condition of the people will be characterized by a dead sea of mediocrity. If, on the contrary, our youth can see, far up the rugged path of knowledge they are climbing, the open doors of a college, they will be stimulated to greater exertions, their latent powers will be developed, they will breathe a purer air, enjoy a clearer light, and though but comparatively few may enter those doors, all will be ennobled by the prospect.

Our colleges need the help of the common schools —need their strength, their warmth—need them as streams need fountains, as the sculptor needs marble. It is a lamentable fact that the number of students in our colleges is not increasing in proportion to the increase of our population. The development of the common school system within the last few years is truly marvelous, but our colleges are almost standing still. It is doubtful whether there are more men of liberal culture in Pennsylvania to-day than there were fifty years ago. The courts of justice, the legislative bodies, the professional conventions of that day, seem to have contained as many full-grown men, men of ripe culture, broad views, high-toned honor and strict obedience to principle, as they do at the present time. If the average farmer, mechanic and workingman is a better scholar, a man of more culture in the year 1871, than he was in the year 1821, this is not the case with the average professional man. What we have gained in breadth of learning, we seem to have lost in depth. The principal reason of all this is the distance—the chasm that exists between common school and college. Formerly there were in this State a large number of classical and mathematical academies and seminaries. These were mostly taught by graduates of colleges, who prepared many of their pupils to take the same course they had themselves profited by; they not only did this in the matter of learning but also in the matter of taste. These useful institutions have nearly all disappeared, supplanted by the more vigorous public high schools. In nearly all our county towns and in many of our country villages, there are to be found at the present time old academy buildings, relics of the era to which I allude, within whose walls, now fast mouldering with neglect and decay, were educated a majority of the men who have made Pennsylvania what she is; but very few of them are now used for academical purposes, the development of the common school system having diverted the streams of learning from them in another direction. Instead of academies we have high schools, and these, without a common tie of sympathy or interest with the colleges, have in view other educational ends than that of preparing their pupils for a collegiate course of study. The colleges, therefore, have lost their academical *feeders*, but have not as yet supplied their place by the feeders they might find, broader, stronger, better in the high schools that have taken their place. It is their interest to do this, and speedily; and the connection must not be a mere mechanical one, but organic in its character. The disjointed fragments must grow together; the warm blood must have free course through the whole system, and one heart must throb in it a common life.

In all this, it may be well to say that the measure of union contemplated does not interfere with the vested rights, chartered privileges, governmental regulations, or denominational preferences of any of the colleges. It simply aims to remove the impediments which now block the way from the high school to the college. Some State aid to colleges will be necessary to carry out the plan, but to grant such aid is but to comply with a plain provision of the constitution, and return to the policy pursued in the earlier periods in the history of the Commonwealth.

To give an example of the liberal views concerning education held by a former generation of lawgivers, I will quote section fourth of an act of Assembly approved April 12, 1838. This section reads: "To encourage the arts and sciences, promote the teaching of useful knowledge, and support the colleges, academies and female seminaries within this Commonwealth, there hereby is appropriated, and shall annually be paid to the said colleges, academies and female seminaries, in equal quarterly payments, the sums following, to wit: To each university and college now incorporated, or which may be incorporated by the Legislature, and maintaining at least four professors, and instructing constantly at least one hundred students, *one thousand dollars;* to each academy and female seminary now incorporated, or which may be incorporated by the Legislature, maintaining one or more teachers, capable of giving instruction in the Greek and Roman classics, mathematics and English, or English and German literature, and in which at least fifteen pupils shall constantly be taught in either or all of the branches aforesaid, *three hundred dollars;* to each of said academies and female seminaries where at least twenty-five pupils are taught as aforesaid, *four hundred dollars;* and to each of said academies and female seminaries having at least two teachers, and in which forty or more pupils are constantly taught as afore-

said, *five hundred dollars;* but no academy in any city or county of the State where a university or college is established, and receiving the appropriation made by this act, shall be entitled to receive the appropriation made by this act for the benefit of academies; this section to continue in force for ten years, and no longer."

Something in the spirit of this section is all that is wanted to encourage sufficiently the interests of higher education, and create the desired bond of union between common school and college.

Aristotle tells us that "All who have meditated upon the art of governing mankind, have been convinced that the fate of empires depends upon the education of youth." Washington, in his Farewell Address, asserts, that "In proportion as the structure of government gives force to public opinion, it is essential that public opinion shall be enlightened." And the good founder of our own Commonwealth declares, "That which makes a good constitution must keep it, viz.: Men of wisdom and virtue, qualities that, because they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth." From these words of wisdom we may learn that the one, paramount want, in a country like ours, is *men*, full-grown, rightly-cultured MEN. Crown with choicest laurels, then, the statesman who plants and fosters institutions that supply this want, that confer the blessings of a broad, generous education upon a whole people, developing whatever talent God has given them; for, in doing this, he has left nothing undone that can advance their interests, increase their prosperity, render their liberties more secure, promote their happiness or enable them to fill a high position in the history of the world. With such men a nation has everything; without them, nothing.

J. P. WICKERSHAM,
Superintendent Common Schools.

BOOK NOTICES.

NEW AMERICAN FOURTH READER. *By Epes Sargent and Amasa May. 12mo. Pp.:* 216. *Philadelphia: E. H. Butler & Co.*

NEW AMERICAN FIFTH READER. *By Epes Sargent and Amasa May. 12mo. Pp.:* 312. *Philadelphia: E. H. Butler & Co.*

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ANDERSON'S HISTORICAL READER, *embracing Selections in Prose and Verse from Standard Writers of Ancient and Modern History; with a Vocabulary of Difficult Words, and a Biographical and Geographical Index. 12mo. Pp.:* 544. *By John J. Anderson, A. M. New York: Clark & Maynard. Price,* $1.80.

HUDSON'S SCHOOL SHAKESPEARE. *Plays of Shakespeare Selected and Prepared for use in Schools, Clubs, Classes, and Families, with Introduction and Notes. By Rev. Henry N. Hudson. 12mo. Pp.:* 636. *Boston: Ginn Brothers. Green Cloth,* $2.50.

These works, out of the ordinary track of the school reader, are from the Philadelphia agent, Mr. A. Lovell, 512 Arch street. Of the latter, a work that teachers in high schools and academies will enjoy using in their advanced classes, no less a critic than E. P. Whipple says: "Mr. Hudson has done his delicate task with incomparable tact and felicity. The beauty, grandeur, sublimity, wit, humor, pathos of Shakespeare are presented in this volume; nothing is omitted that is really essential to the comprehension of Shakespeare's genius as the greatest poet and dramatist of the world." This volume includes As You Like It, The Merchant of Venice, Twelfth Night, Henry IV., Julius Cæsar, and Hamlet. The general preface is a fine piece of literary work, and the notes at the foot of each page are always brief and pointed.

The Historical Reader is divided into three parts: Part I. treats American history, and is made up of extracts from Everett, Robertson, Irving, Prescott, Bancroft, Webster, Lossing, Cooper, Parton, Hildreth and Story, among the prose writers; and Bryant, Willis, Berkely, Montgomery, Mrs. Sigourney, Mrs. Hemans and others among the poets. Part II. takes up English, Scotch and French history, and the brightest names on the roll of England's literary men are found here, each represented by one or more choice productions; and all together, taken in their order as given, insuring a reasonable degree of completeness in the historical narrative, while taken separately they afford vivid conceptions of important eras in history. Part III. contains miscellaneous selections from ancient and modern history, illustrating ancient Greece and Rome, the Crusades, the invasion of the Huns, the Fall of Poland, etc. The work is unique in conception, and that the plan of the work has been so well carried out proves its author a gentleman of good judgment and rare literary culture. M.

ARITHMETICAL EXAMPLES, MENTAL AND WRITTEN; *with Numerous Tables of Money, Weights and Measures, &c. Designed for Review Exercises. By Daniel W. Fish, A. M. 16mo. Pp.:* 282. *New York: Ivison, Blakeman, Taylor & Co.*

This little book, containing 2500 problems of various kinds, is an addition to Robinson's Mathematical Series. We have used it during the past month in giving test exercises to a class somewhat advanced in mathematics. While all the class of fourteen pupils have for the past two years been studying algebra and geometry and, with two or three exceptions, Latin, about half of them have dropped arithmetic to take up Greek, the remaining half continuing arithmetic. Before taking up trigonometry they have all been thrown back upon arithmetic for review, the "Greek" section claiming that they can beat the "arithmetic" lads upon their own ground. Both sides were eager for the contest, and thus far "honors" have been about even, if anything Greek a little ahead, which we hold *ought* to be the case, notwithstanding the fact that

this section has not been working in arithmetic for upward of two years. With this digression, we may add that we have used the book above named, as stated, and have been much pleased with the variety of original and ingenious problems which it presents. M.

ELEMENTS OF PHYSIOLOGY. *Elements of the Anatomy, Physiology and Hygiene of the Human System. By Justin R. Loomis, L.L. D., President of the University at Lewisburg.* 12mo. *Pp.:* 254. *Revised Edition. New York: Sheldon & Company.* 1871.

The only important changes in this revised work are found in the chapter on digestion. The section on the individual muscles is retained as an appendix. But little difficulty will therefore be experienced in using this and former editions in the same class. The different branches of the subject are treated in a style at once interesting and familiar, and illustrated by well printed engravings. The teacher who has not a class in this important branch fails to do his full duty, if he does not give his pupils occasional familiar talks upon the wonderful structure "of the houses they live in." Better this than an undue proportion of grammar or arithmetic. M.

AN ELEMENTARY ALGEBRA *for Schools and Academies. By Joseph W. Wilson, A. M., Professor of Geometry in the Central High School of Philadelphia.* 12mo. *Pp.:* 240. *Philadelphia: Eldredge & Brother.* 1872.

This book has what we like—plenty of work for the pupil. It is filled with problems for solution, all of which are claimed by the author as original. The arrangement of the work, also, is such that progress is very gradual and thorough. The publishers have our thanks for the copy under notice, as we shall use it, in addition to the regnlar text-book, in test work for our classes. M.

ELEMENTS OF ENGLISH GRAMMAR: *Arranged and simplified for the use of beginners, by W. J. Burnside, A. M., Principal of the Lebanon High School.* 84 *pages. Lebanon: Wm. M. Breslin,* 1871.

This is a common-sense little text-book on grammar, containing what the pupil will need in the study of this branch as pursued in the schools. It is by a gentleman well known as an accomplished teacher, in the neighboring county of Lebanon. Both syntactical parsing and the analysis of sentences are treated as fully as seems desirable for the average pupil. The work is arranged in the form of questions and answers, with copious exercises and illustrations. This book is generally used in the schools of Lebanon county. Its retail price is but thirty cents per copy. M.

THE COMPREHENSIVE SPEAKER. *Designed for the use of Schools, Academies and Lyceums. Carefully Selected from the best Authors, with Notes. By Henry T. Coates.* 12mo. *Pp.:* 672. *Cloth,* $1.75. *Philadelphia: Porter & Coates.*

This work completes the series of Speakers, the first two books of which are by Mr. J. R. Sypher. These speakers contain selections many of which are new, and all approved by the good taste of the scholarly gentleman by whom they have been compiled. There is great variety, and the articles selected are mainly from the best writers and speakers of our own time, though those of a former era are also laid under generous tribute. The series deserves to be a popular one, and as to this third book, it is among the very best of its class. M.

THE PARSER'S MANUAL. *By John Williams, A. M. Embracing classified Examples in nearly every variety of English construction. Designed for Schools, and for the use of private students.* 12mo. *Pp.:* 264. *Price,* $1.00. *Cincinnati: Wilson, Hinkle & Co.*

A text book specially devoted to the subject of parsing and the analysis of different constructions in English Grammar. It is designed to supplement the ordinary text-book, the author holding that "grammar cannot be thoroughly taught without a well-digested system of printed or written parsing exercises." The teacher who thinks himself "well up" in parsing will find some things here that are yet beyond him, and the hints that are given from page to page as to proper methods of presenting this or that point will not be lost upon the intelligent instructor. M.

LITTLE FOLK SONGS. *By Alexina White.* 4 *to. Pp.:* 94. *New York: Hurd & Houghton.*

A beautiful little book for the nursery, on toned paper, the rhymes and pictures such as may be enjoyed by young folks of all ages ranging from three to thirty or from four to sixty. M.

MISCELLANY.

LONGEVITY OF QUAKERS.—For many years we have noticed the comparatively great number of old men and women in their meetings. When the newspapers announce the death of a man or woman aged 85, 88 or 90, there will generally be found appended, "Funeral, 4th day" [Wednesday], showing that the person was a Quaker. We believe that the average age of persons Quaker born will range ten, if not fifteen years higher than that of other people. There are probably a hundred reasons why this is the case, partly hereditary and partly practical, They are born of parents who have for ages been temperate, calm, religious, moral, prudent, frugal and regular in their habits. They have been taught to control their passions, and live even, upright, consistent lives. Their children of the present generation have been born of such parents and reared in such habits, and they live to be remarkably old. Occasionally persons not of that order of people, either in religious belief or in daily life—men who live wrongly and rashly, will hold on to be old; but where one has constitution enough to endure all manner of abuses and live to old age, nine hundred and ninety-nine will fall before the age of fifty. If there is an argument in favor of sobriety, regularity, order and quietness of life stronger than that exemplified by the daily life of the Quakers, we would like to hear it.

IT is probable that the French payment to Germany, if it effects no other purpose, will result in naturalizing, in the English language, the word milliard, to mean one thousand millions. The word bilion, though properly meaning a million millions, is as often used to mean a thousand millions, and it is particularly important to fix the meaning of arithmetical expressions. For this purpose, the milliard should be accepted as a valuable term in arithmetic.

EDUCATION IN RUSSIA does not appear to be in a flourishing condition. With a population in 1856 of sixty-five millions, there were only four hundred and fifty thousand pupils attending school. According to statistics published in 1867, the population of Russia then amounted to about seventy-eight millions, and the number of children attending school, if the ratio of 1856 were preserved, would only be five hundred and forty thousand. In consequence, however, of the teachers having been confined to the exclusive use of the Russian language, there has been a falling off in the school attendance, the people in the western part of the empire principally using German. These facts have been brought to the attention of the Government, and measures are to be adopted to increase educational facilities throughout all the Russias. The colleges of this extensive empire are said to be excellent, but the means of obtaining a common school education are very deficient.

WHAT has been called the "Bible War" in the schools of Hunter's Point, L. I., has at last come to an end—if that be indeed the end of a war, while it puts a stop, for a time, to external conflict by superficial compromise, leaves animosity still alive in the hearts of the combatants. This controversy appears to us anything but creditable to either of the parties. The Catholics objected to the reading of the Bible in the schools; the Trustees, incited and indorsed by their ecclesiastical advisers, insisted. The scholars were then put up by bad counselors to all sorts of brutal and rebellious resistance. Profane and obscene language was freely employed, and violence, even, was resorted to; until, at last, the intervention of the police became necessary. We are now informed that the matter has been settled by compromise. The Bible is still to be read in the schools, but the Catholic children are permitted to remain in an outer apartment until the perilous performance is concluded. Upon this both parties are jubilant over a victory assumed; and this fact might seem matter of congratulation were it not for a certain irresistible suspicion that the *cause* for which both the parties profess to contend—the cause of true religion—has suffered defeat.

AN OASIS.—In the fall of 1861 Vineland, New Jersey, contained a few rude hamlets, but capital and enterprise were attracted there, and the comparatively barren soil has been made to blossom not only with roses, but with fruits and grains necessary for the subsistence of man. It now has 10,000 inhabitants, and is an intelligent, enterprising city, containing many fine buildings, stores, churches and schools, but not a single policeman patrols this city of ten thousand souls. Why? The answer is at hand: it contains *not a single drinking saloon* of any kind. No drunkenness, no crimes, no criminals, and no policemen, is the natural result.—*Vindicator.*

SECRETARY ROBESON has issued another order against hazing at the Naval Academy, directing the dismissal of six, and the infliction of lesser punishment on others of the cadets who have been guilty of the "barbarous and ungentlemanlike practice." The Secretary states that the Academy shall be purified of the practice, "by the dismissal, if necessary, of every cadet, to the very last," who shall refuse obedience to the regulations on the subject. Among the hazing pastimes in vogue at Annapolis, was to take a "plebe," or freshman, by the hair and pull him up and down by it, as though they were pumping. They are also stripped almost to nudity and made thus to drill, and made singly and in a group to represent statuary. One "plebe" was made to sit on a float in the river and to put his head under water.

HERE is a chance to make $1,000. The Boston *Times* says: Suppose it to be one hundred miles from Boston to Portland. A locomotive starts at 12 o'clock from Boston, going fifty miles the first hour, twenty-five miles the second, twelve and a half miles the third, and so on each hour, traveling half the remaining distance, when will it reach the depot at Portland? A reward of $1,000 awaits any person who, by a mathematical calculation, can arrive at the exact hour. Why not make the offer $10,000? Even that will not "bring the answer."

PRESENCE of mind and absence of body are two elements of great generalship. Marshal McMahon certainly has the former. When a colonel, he had an altercation on parade with an officer whom he threatened. The latter drew a pistol, took deliberate aim and fired. Fortunately the cap only snapped. With the utmost coolness McMahon said, "Give that man fifteen days, *salle de police, for having his arms out of order.*"

DURING the Grand Duke Alexis' walks through the Bridgeport cartridge factory the other day, he pointed to several working men and inquired of Governor Jewell, "Are these men what you call the common people?" The Governor replied that they were a fair specimen of the working classes in this country. "But do you mean to say that these get into official position?" further asked the Imperial scion. "Perhaps not any of these men," rejoined Governor Jewell; "but men of their class do; they are educated men, most of them—that is, they can all probably read and write, and most of them take and read the newspapers." "Do you know of any cases where such men have actually been elected to office?" again queried the curious Alexis. "O, certainly," the Governor said; "I myself, worked in the shop as a tanner till I was twenty years of age;" and the announcement seemed to puzzle the Duke a good deal. Here was the Governor of a State, as well dressed and as well appearing as himself, who had actually worked in a shop, and this man was welcoming him in behalf of a hundred thousand voters; it was more of an enigma than the young man had ciphered on previously; but as he goes through the country he will ascertain, upon inquiring, that very many of the public men here have come direct from the workshop. In Massachusetts, where he is now visiting, Governor Claflin was a shoemaker, Senator Wilson was a cobbler also, and General Banks was a machinist.—*Hartford Courant.*

THE late "Tad" Lincoln, by his firm teetotalism, gives a capital illustration of a father's example in this respect. An exchange states of him that: "His moral firmness may be well illustrated by the fact that while in Europe, where the custom of wine drinking is so common among boys, as well as men, he uniformly refused to taste or have anything to do with intoxicating liquors of any kind. He was a manly boy, having at an early age imbibed the moral qualities of his distinguished father, whose good counsel he had always cherished and adopted."

GOV. RANDOLPH, of New Jersey, as empowered by the State Legislature at its recent session, has appointed a commission to examine the educational systems of other States and countries, with a view to developing and reporting a plan of free school education embodying the best features of the most success-

ful systems. Dr. McCosh and President Campbell, of Rutgers, are members of the commission.

FROM Japan we have the very interesting intelligence that it is proposed to send twenty-one native young ladies, daughters of Daimois, to America for the purpose of finishing their education. Ladies' educational establishments will be on the *qui vive.*

IN order that the daughters of British post-masters may be made thoroughly conversant with the use of telegraphic instruments, apartments have been fitted up in the general telegraph office, London, where they will be instructed.

A NOTION dealer in Charleston, S. C., lately advertised for chinquapins, and a coon-skin firm in the mountains soon overstocked him. He wanted to write to the firm to stop, but couldn't spell the word to save his life. So he just got mad and enclosed two chinquapins in a letter, and told them, "Please don't send me any more of those things."

THE Christian Vernacular Education Society, in England, printed last year 260,300 copies of school books and periodicals, in seven of the principal languages of India. Their circulation has been 303,152 copies.

THE New York *Express* declares that it does not exaggerate in saying that New York has thousands of young men with good mothers and pure sisters, who, if their lives should be uncovered, could never look those mothers and sisters in the face again.

IT is advantageous for all, sick or well, to mix among strangers. It breaks up the wearing monotony of home life; breaks up that stagnation of thought and feeling and emotion which attends a life of sameness and inactivity.

KINDNESS.—Would you have influence with those who look to you for guidance and instruction? Bear with you the law of kindness. Would you command their respect? Let your words, though they may inflict pain for a time, drop kindly from your lips.

A POPULAR writer says: "It is as absurd to spend one's life hoarding up millions of wealth, which the possessor can never enjoy, as it would be to collect and lay up in a storehouse sixty thousand mahogany chairs which were never intended to be used for the furniture of apartments, or eighty thousand pairs of trousers which were never intended to be worn."

COTTON MATHER used to say there was a gentleman mentioned in the 19th chapter of Acts to whom he was more deeply indebted than almost any other person, and that was the town clerk of Ephesus, whose counsel was to do nothing rashly.

A FEW days ago, a little girl in Ithaca, N. Y., just before she died, exclaimed: "Papa, take hold of my hand and help me across." Her father had died two months before.

A member of the London School Board writes in favor of the warming of school-rooms from the floor, as warm feet would be found to be a great stimulus to intellectual activity.

Provision has been made in the public schools of Cincinnati, Ohio, for the instruction in German of all the children whose parents may desire it.

The students of Cornell are sometimes promoted to doing professor duty rather early in their history. A junior has recently been made an instructor.

A countryman visited a Boston hotel and wrote after his name, "P. O. P. S. F. C." Here was a title which none but himself understood. "Pray, my dear sir," asked the clerk, what do all those letters stand for?" "Stand for! Why, that's my title." "Yes, sir, but what is your title?" "Why, sir, Professor of Psalmody and Schoolmaster from Connecticut."

A hardy seaman, who had escaped one of the recent shipwrecks upon our coast, was asked by a good lady how he felt when the waves broke over him. "Wet, ma'am—very wet."

In Hartford it is one of the duties of the police force to return truants to school, and during the past two months they report the return of 450 truants.

A man has been arrested in New York for forging Allentown, Pa., school bonds, and endeavoring to sell them there. He proved to have been an old offender.

In certain parts of Iowa corn is only 15 cents a bushel, and being much cheaper than wood, the inhabitants are buying it for fuel.

An Evansville school-boy defined a lady to be "a growed-up girl, who doesn't cuss nor swear,"

A bill has been introduced into the Illinois Legislature prohibiting the sale of lottery tickets, and imposing penealties on newspapers advertising them.

The Russian Czar is said to have given up wine-drinking and signed a temperance pledge.

A man in Taunton, Mass., has been fined six dollars for spitting tobacco juice on a church carpet.

During 1870 Philadelphia produced $10,000,000 worth of carpets, $5,500,000 worth of prints, $3,000,000 worth of silks, and other fabrics to the value of $40,000,000.

An English paper refers to the grizzly bears in the Allegheny mountains.

Russia's whiskey tax last year amounted to $100,157,000.

Some statist has discovered that in Holland more money is spent for tobacco than for bread.

It is said that there are more brass bands in Pennsylvania than in any other State in the Union.

Everything in life worth having is wrestled for and acquired through severe labor and self-denial.

The Ambassador from Burmah is coming to England, and is the bearer of a gold necklace, weighing about ten pounds, a present for Queen Victoria.

A modern thinker says that many people will be astonished, when they get to heaven, to find the angels laying no schemes to be made arch-angels.

Numbers of Scotch emigrants are now settling in Minnesota, and are regarded as a valuable addition to the population of that State.

The Bois de Boulogne, near Paris, is to be replanted with trees fifteen years old.

Sweden is preparing a polar exploring expedition, which is to start next spring.

Why is Mexico like the globe? Because it has a revolution every twenty-four hours.

Deer are quite numerous in the swamps and woods of South Jersey.

The London *Spectator* says, "The notion of letting the people alone never enters a French stateman's head."

The new Russian uniform is said to be the costliest ever worn by any army.

Nevada county, California, is preparing to go into the silk business on a large scale.

The life insurance companies of the country have organized a bureau for interchanging reports of their rejected applications.

Boston spends thirty thousand dollars a year for music in her public schools.

A reform school for girls has been established in New Jersey.

Thirty Hindoos are studying law in London.

THE

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HOW BOSTON BRINGS HER CHILDREN TO SCHOOL.

BOSTON has, probably, the best organized system of public schools in this country. Her school buildings are very commodious, and no expense is spared to make them attractive. She employs the very best teachers that can be found or trained in her normal school, and keeps them, by paying an average salary of nearly $1,000 a year. The instruction she affords in her high schools embraces an extensive course, and is very thorough, and she is quick to adopt all methods that seem likely to improve the quality of the teaching in her primary and grammar schools. She employs men like Monroe to give instruction in elocution, men like Mason to teach music, and men like Philbrick to supervise the whole work. And these are the influences upon which she chiefly relies to bring her children to school, and, in the main, they answer the end. But, in Boston, as elsewhere, it appears that there are children who atttend school very irregularly, or absent themselves entirely; and it is our purpose here to show how Boston disposes of this class of children. In presenting this subject to the readers of the JOURNAL, we shall make free use of the recent report of Hon. John D. Philbrick, City Superintendent.

Boston deals with three classes of children, non-attendants at her schools, under the following names: First, *habitual truants;* second, *absentees;* and, third, *neglected children.*

The first act of the Legislature relating to the subject was construed as having reference only to the class first named—that of habitual truants, or children absenting themselves from school without the consent of either parents or teachers. This act was passed in 1850, and went into effect in Boston soon afterward. It provided that those guilty of the offense might be punished by a fine not exceeding twenty dollars, or, at the discretion of the judicial officer having jurisdiction, commitment to such institution of instruction, house of reformation, or other suitable situation, as may be assigned or provided for the purpose.

The following summary of proceedings under this law is taken from a report of Mr. Philbrick's, made in 1861. He says:

"We have thus followed the truant through the various stages of his treatment. First, the teacher's powers of attraction and coercion are exerted to prevent cases of truancy from occurring. If these influences are not sufficient, and the pupil commits the offense so often as to be called an 'habitual truant,' assistance is sought from the truant officer, armed with the authority of the law. He investigates the case. He endeavors to find out the cause of the truancy, and to remove it. He explains the law to the offender and his parents, and shows the consequences of continuing the transgression. He mingles with his warnings friendly advice, encouragement, and good counsel. The name is placed on his book, and his eye is kept on the delinquent. If he reforms, the case is dropped. If not, the complaint is made, and the warrant for the arrest is issued, the offender is arrested and taken before one of the justices of the police court, though, to save his feelings, and preserve some spark of self-respect, he is not put into the dock with hardened criminals in open court, but the case is heard in a private room. If found guilty, he is sentenced to the institution provided for such cases.

"It often happens, however, during the course of the proceedings, before the truant is actually placed under the officers of the reformatory institution, that his parents, or friends, find some other way of disposing of him. He is sent into the country, or put to work, or placed in some private or charitable institution, and some such disposition of him is generally encouraged by the officers and the justices. If there are mitigating circumstances, he may be put on probation. But, if the case is a 'hard' one, and the law is permitted to take its course, the subject of the sentence goes to the institution at Deer Island, for a term, in most cases, of two years."

By an act passed in 1862, the provisions

of the law in relation to habitual truants were extended so as to embrace "absentees" from school, or, in the words of the law, "children wandering about in the streets and public places of the city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen." The superintendent says of the effect of the truant law, after the passage of this supplement: "The number of vagrant children in the streets was speedily diminished, the school attendance being proportionably increased. It was found that the truant law, by being extended so as to include absentees, had been more than doubled in efficiency and value." He adds: "It was when the system had been gradually perfected by ten or twelve years' experience, that Hon. Edwin Wright, who had been for several years one of the justices of the police court, having jurisdiction of truant cases, and also a member of the school board, thus wrote of the spirit and manner of their treatment: 'The main features of this system, as is generally known, are the supervision of these cases by a special board of officers, who take charge of these children more as parents and guardians than as police officers; the absence of all contact with adult criminals; a private paternal hearing, in a quiet room, and apart from all the austerity and circumlocution of judicature; an informal consultation with the parents or guardian of the child in all cases, and the judgment, as a rule, without the dismal, heart-oppressing confinement of a convict's cell.'"

A second extension of the truant act took place in 1866, when it was made to embrace not only truants and absentees from school, but "children who, by reason of orphanage, or from the neglect, crime, drunkenness, or other vices of their parents, were surrounded by circumstances exposing them to lead idle and dissolute lives, deprived of the blessings of both intellectual and moral culture, cut off from the privilege of school instruction, and enjoying none of the advantages of a good home."

This act contains no features of a penal character. Its most important provisions are embraced in the following sections:

SECTION 3. When it shall be proved to any judge of the superior court, or judge or justice of a municipal or police court, or to any trial justice, that any child under sixteen years of age, by reason of orphanage, or of the neglect, crime, drunkenness, or other vice, of parents, is growing up without education, or salutary control, and in circumstances exposing said child to an idle and dissolute life, any judge or justice aforesaid shall have power to order said child to such an institution of instruction, or other place, that may be assigned for the purpose, as provided in this act, by the authorities of the city or town in which such child may reside, for such term of time as said judge or justice may deem expedient, not extending beyond the age of twenty-one years for males, or eighteen years for females, to be there kept, educated and cared for, according to law.

SECTION 4. Whenever it shall be satisfactorily proved that the parents of any child committed under the provisions of this act shall have reformed, and are leading orderly and industrious lives, and are in a condition to exercise salutary parental control over their children, and to provide them with proper education and employment, or, whenever, said parents being dead, any person may offer to make suitable provision for the care, nurture and education of such child as will conduce to the public welfare, and will give satisfactory security for the performance of the same, then the directors, trustees, overseers, or other board, having charge of the institution to which said child may be committed, may discharge said child to the parents or to the party making provision for the care of the child, as aforesaid.

The means used by Boston to execute her laws on the subject of truancy and absenteeism, are the following:

First, Truant Officers. These are ten in number, one chief and nine subordinates. They are appointed by the Mayor, confirmed by the Board of Aldermen, and paid by the City Council. They have an office for headquarters, meet the City Superintendent of Schools every Monday for consultation and make weekly reports to the Mayor. The truant offcers during the past year, investigated "15,015 cases, finding 628 of them to be habitual truants and absentees. Of the number found delinquent, 175 were sent to the House of Reformation, 4 to the State Reform School, 3 to the School Ship, 2 to the Industrial School for Girls, and the rest were otherwise disposed of."

Each truant officer has one or more order-boxes located in his district, to which the teachers of his district may send their truant cards, containing notices of cases to be investigated.

Second, Teachers. In every grammar and primary school-room, a truant book is kept, in which the teachers record the name and age of each pupil, with the name and residence of his father or guardian. Against the name of each pupil, is a space in which to note instances of truancy, which have been verified, and also absences by reason of truancy. This book is not only convenient for reference, but it enables the teachers to report the names and residences of parents, with the names of tru-

ants, without going to the general register of the school.

For convenience in reporting cases for investigation, each teacher is furnished with blank cards, indicating the items of information, to be filled in for the use of the truant officer. These cards, when filled up, are placed in the order-boxes.

Third, Judicial Officers. Children charged with offenses against the truant laws are brought before the Justices of the Municipal Court or before the Judge of Probate, who, after a hearing, determine what is to be done with them.

Fourth, The House of Reformation. The House of Reformation at Deer Island, to which nearly all the delinquent and neglected children are sent, is an institution almost exactly similar to our Houses of Refuge, and, while it is acknowledged to be well managed as a penal and reformatory school, philanthropic Bostonians are beginning to think it is not quite the place for children who are guilty of no offense. An institution like one of our childrens' homes or soldiers' orphan schools would be much better adapted in a general way to the purpose.

The result of the effort Boston makes to bring all her children to school, is shown by the fact that of the 45,970 persons of school age, found by a careful census to reside in the city, the ratio which the average whole number of the pupils belonging to the schools bears to this number is 78. This ratio is far higher than that of any other large city in the United States.

With some softening in its provisions, this Boston system is not ill-suited to Philadelphia, Pittsburgh, and the other large cities of Pennsylvania.

The State has an unquestioned right to punish children as well as grown persons who commit an offense. Truancy and wandering about the streets and public places of a city or town, having no lawful occupation, vagrancy, are offenses. Boston treats them as such, and, in so doing, violates no private right secured to individuals by our institutions.

It is the imperative duty of the State to provide for children who have no parents or friends, or whose parents and friends neglect them. In some way this duty is recognized everywhere; Boston recognizes it more fully and discharges it more systematically than most other places.

We want it understood that while we are opposed to arbitrary laws compelling children to attend school, like some they have in the Old World, while we are averse to any law that tends to disrupt families or to encroach upon individual liberty, we are quite disposed, as stated in our late report as Superintendent of Common Schools, to "supplement our present, voluntary system by enactments," as follows:

1. A judicious truant law.
2. A judicious law preventing the employment of children in mines, manufactories, etc., without some provision for their education.
3. A law authorizing boards of directors in cities and large towns to appoint and pay, when needed, a *school missionary*, to visit the parents of children not in school, or attending irregularly, and endeavor to secure their attendance.
4. A law legalizing, if not requiring, the establishment of a home for friendless or neglected children in every county in the commonwealth, and giving the boards of directors of the several districts power to send to these institutions such children as the safety of society might justify being disposed of in that way.

With our present system worked up to its full capacity, supplemented by laws as above indicated, well administered, we should no longer have much to complain of in the way of children growing up in ignorance.

ACADEMIES.

J. H. SHUMAKER, PH. D.

THE proper work of these schools is: 1. To prepare young men for college. 2. To prepare them for the study of a profession, without a collegiate course. 3. To prepare them for business.

So far as preparation for college is concerned, their course of study must conform to the requirements of the college; but it must be flexible in order to meet the wants of pupils who are deficient in certain studies and unduly advanced in others. These schools have more latitude than a college preparatory department, and may introduce pupils to a wider range of studies. They are not obliged to *cram* on certain subjects and in certain special directions. They ought to embrace a full list of studies in grammar, history, elements of natural science, mathematics, ancient and modern languages, including the science of accounts and leading principles of commercial law. They should have skilled teachers in every department. It were unreasonable to expect any one teacher in our common schools to teach all these branches even passably well. The academy brings a number of teachers together and gives each his specialty, thus

approximating the collegiate idea. It further brings pupils together from their various homes, and puts them under new influences and under conditions different from the home life. It gives them a foretaste of that which they must meet in the world, and for which they must provide, if they would fight the battle of life successfully.

Up to a certain point home education is best—beyond that it is better that the child should begin to act for himself, and learn to take the responsibility of his actions. Even academic life is good only within certain limits; after that it is better that the boy should go to college or out into the world, in order to be cured of a certain *self-conceit* and *self-sufficiency* that are apt to be engendered by staying too long among those who are younger and less fully developed. The hero of the village school soon finds others stronger and wiser and better than himself. He soon learns to take a truer estimate of his abilities and resources.

The State cannot provide high schools or properly graded schools in our rural districts. There comes a time, therefore, when the child must leave home to continue his studies. He must either go to a graded school in town or to an academy. Unless he can be placed under the care of judicious and watchful friends, it is better for him and for all concerned, that he should be under the care of the principal of the school. To meet the case, boarding schools, good, bad, and indifferent are found all over the country. They ought all to be good. Some are too cheap to be worth much. They cannot afford to furnish either first-class teaching or even second-class accommodations. Others are too expensive. They put on *style*, rather than cultivate true excellence. With parents, the cost, within reasonable bounds, ought always to be a secondary matter. The question of prime importance is, "Does the school do its appropriate work in a superior manner?" A good teacher may do more to develop the higher faculties and powers of a boy's nature and character in one year than another would do in two. Suppose the school of the former should cost double that of the latter, it ought to be preferred; 1st, because he would save the pupil a year of his most valuable time; 2d, the pupil would have during the second year all the advantage to be derived from the happy training of the first. This may seem fanciful, but every faithful teacher can testify to the rapid and satisfactory progress of a pupil whose mental faculties have once been thoroughly roused and properly directed. Some teachers never find out for themselves, and never help the pupil to find out what is in him. The giant may be there but he is not aroused. A skillful teacher strikes the keynote of a boy's strength or weakness very soon, and then shapes his course accordingly. He and the unskillful one take the pupil over the same course, but how different the result! The labor of the one is dear at any price; that of the other has never been overpaid in this land of cheap schools and superficial attainments.

In a boarding school, the teaching, the personal habits of the teacher, his daily life, his style of manhood, his manner, tones and gestures, his official and social life, all have their influence in molding the character and in shaping the destiny of his pupils. He and they, for the time being, constitute one family, and his influence upon them never fades out. They become rude or refined, neat or careless, thoughtful or trifling, mean or honorable, weak or strong mentally and morally, manly or unmanly, as they see these things embodied in him who is now "their guide and counselor and friend."

In all this, we do not lose sight of the influence which boys in these school households exercise upon each other. The teacher must, therefore, see to it that the inner life of the school is pure and healthy. His personal influence must be weightier and stronger than that of any who would oppose him, and for that reason, *boarding schools ought not to be very large.* A man of intense personal magnetism may manage and influence a hundred boys, or even several hundred, if he has a superior corps of undermasters; but, as a rule, fifty or sixty boys are quite as many as one man with several good assistants can manage and train successfully. One of our best educators puts the number as low as thirty. In our mammoth schools the danger is that pupils will exercise a controlling influence over each other, not always for good; and that the head-master will find himself overshadowed by numbers, even as a multitude of insects may obscure the sun.

In normal schools, many of the pupils have earned the money to pay their way. They enter with a distinct purpose, and have, in their own schools, seen the evil effects of many things that pass current in the usual code of school morals. They are older, and they cannot afford to waste time, or strength, or money, on that which does

them no good. But, in the academies, many of the pupils have no definite aim in view. They are young, and thoughtless, and inexperienced, and, without any decided intention of doing wrong, they often do that which their own sense of right disapproves. They need more of the guiding hand of a wise and faithful teacher. His influence must be paramount to any in the school, or out of it. At Rugby, Dr. Arnold could manage and train three hundred boys; but it is doubtful whether, if he were living to-day, he could do as well with half that number of American boys. At all events, the American Dr. Arnold has not yet shown himself so as to be distinctly recognized.

In our towns, where pupils come from their own homes, the teacher never can impress himself upon his pupils as he could, were they under his care all the time during the school year. He has them six hours a day; home and street influences have them the rest of the time. These influences often undermine and even counteract all his best efforts. Sometimes they prove too powerful for him, even when he is already in the right. The sentiment of the community is far below the high standard to which he would bring his pupils. This may explain why so many academies, dependent wholly upon local patronage, have died out, or are dragging along through a feeble and sickly existence. On the other hand, certain boarding schools have lived on and flourished in spite of all adverse influences, simply because the principal has had such control and such appliances that he could make the school what, in his judgment, a good school ought to be; and, he has had the pluck to hold on until he has satisfied the community that he understands his business. It is the essence of unwisdom to suppose that an academy can live and flourish in a town where only six or eight families desire an academic education for their children. Such a school cannot support a first-class academic teacher, and with an inferior man the school soon falls into disrepute. In the meanwhile the pupils have lost many of their most precious opportunities.

We have never been able to see why there should be any antagonism between the common school and the academy. The latter takes the pupil where the common school leaves him, introducing him to a higher range of studies, and carrying him forward amid other influences and surroundings. It fits him better than a mere home training possibly can to meet the duties and temptations that lie in the path of his manhood. It takes away some of his "innocence," but gives him manliness instead, unless both teachers and pupils are bad. It leads him out into a larger world than the home circle; but under the guardianship of a faithful teacher it does this safely. It gives the young man an opportunity, as home never can, of knowing himself, and of learning how strong or how feeble he is in presence of the temptations that abound wherever men are found. It strengthens and toughens his moral and intellectual fibre, and if there is any manly ambition about him, the academy will help to call it out.

The young man who allows himself to be ruined in spite of all the restraints thrown around him by a well-regulated school, would have been ruined all the sooner by contact with the world, where he would act under fewer restraints, and be assailed by fiercer and more numerous temptations. All our schools and colleges are laboring to fit young men to put themselves to the best possible use on attaining their majority. There ought to be the most generous rivalry, but nothing hostile, among them. The bad ought to die out, as it eventually will, and the good, of whatever name, ought to be made better, as the years roll on, and as men learn to see more clearly what education really means. The common school never can obviate the necessity for boarding schools; nor can the latter, though they may usurp the name, ever do the work that properly belongs to the college. Why, then, should they not be mutually helpful to each other?

THE COUNTY SUPERINTENDENCY.

BY ADAMS.

IN the December number of the SCHOOL JOURNAL, "Jefferson" suggests two changes in the law in reference to county superintendents: First, that the law should in some way equalize their salaries; and second, that they should be appointed by the State Superintendent, instead of being elected by the school directors of their respective counties.

In regard to the first suggestion, he can hardly mean that the superintendents of Cameron, Forest, Elk, and Sullivan counties, with an average of 42 schools and a term of 5.28 months per annum to each county, should receive the same salaries as

the superintendents of Allegheny, Berks, Lancaster, and Luzerne, with an average of 493 schools each, and an average term of more than seven months. He cannot mean that the superintendent of Elk county, who travels 885 miles, examines 42 teachers, makes 69 visits, writes 59 letters, attends 6 institutes and 2 educational meetings—devoting 79 days each year to official duties—should be paid the same as the superintendent of Chester county, who travels 2,723 miles, examines 444 teachers, makes 348 visits, writes 698 letters, attends 11 institutes and 6 educational meetings—devoting 308 days each year to official duties; or as much as the superintendent of Allegheny county, who travels 6,742 miles—averaging more than 23 miles per day while on duty—makes 571 visits of more than an hour and a half each, writes 713 letters, besides holding 35 public examinations, and attending 15 institutes and 8 other educational meetings. "Jefferson" must mean that something should be done by the present Legislature to secure a more *equitable adjustment* of these salaries; and in this all thoughtful and fair-minded friends of the common school cause will unite with him.

As it now stands, we find the superintendent of Clarion county, with 180 schools open, on an average, less than 4¼ months per annum, receiving $1,500 salary, while the superintendent of Bradford county, with 370 schools, open more than six months per annum, receives but $1,000. Delaware and Cameron counties pay the same salary, although Delaware has 89 schools, 36 public examinations per annum, and an average term of 9.16 months; and Cameron but 25 schools, five public examinations, and a term of 5.82 months.

Again, from the statistical table published in the November number of the SCHOOL JOURNAL, among many other curiosities, it appears that the superintendent of Montgomery county receives $10 per day and the superintendent of M'Kean county $11.57 per day for all the time spent in the discharge of official duties, while the superintendent of Delaware county receives but $3.69, and the superintendents of Forest and Mifflin counties but $3.46 each.

Illustrations like the above might be multiplied indefinitely, all going to show that the present method of fixing the salaries of county superintendents does not secure an equitable disbursement of that portion of the State appropriation thus expended. But can this inequality be remedied? The question is a difficult one. It is, perhaps, impossible to fix upon any mode of determining these salaries that will be absolutely just. But almost any legislation regulating it would be an improvement on the present mode. If the law only required the triennial convention of directors to fix the salary *before* the election of the superintendent, it would tend to secure a fuller consideration of the subject, and the fixing of a proper salary. As the law now stands, many conventions elect the superintendent first, and then proceed to fix the salary. If party feeling has run high, the friends of the officer elect sometimes vote a high salary as a kind of reward to injured innocence, and as a punishment to the opposing party. More frequently the defeated party unites with the low salary men of the majority, and vote but a meager compensation. It is very generally the case that all the interest centers in the election of the officer; and as soon as that is settled, directors are anxious to go home, and the salary is fixed without much consideration—the most expeditious mode of determining it being considered the best. Many directors, who would like to see the superintendent have a fair salary, are timid about voting publicly in favor of it, and find it inconvenient to be present when the question is determined; while those who are opposed to the superintendency, and those who are always, when out of office, in favor of low salaries, seem to think it a special virtue to remain to the last and oppose extravagance! It is very difficult, under such circumstances, to secure a fair expression of the considerate judgment of the convention. The matter should, therefore, be regulated by law, and not be left as now to the caprices of momentary feeling, and exposed to contingencies so imminent.

But on what basis shall these salaries be regulated? In nineteen counties of the State the average length of the school term, per annum, is between four and five months. The schools in such counties generally commence in November and close in March. From this time until the schools open the next November, there is nothing for the superintendent to do, except to make his report and hold the examinations—which in these counties average less than twenty-four per annum. In some counties he teaches a normal class; but the law does not require it, and the approaching completion of our twelve normal schools will do away with the necessity for such labor.

In twenty-five other counties—making forty-four in all—the schools are open less than six months in each year, giving one month more in which the superintendent can visit schools.

Again, the greatest number of examinations held by any county superintendent, last year was 60; the smallest number, 9; the average to each, less than 30. Here we have from two to fifteen weeks of arduous, trying and responsible labor for each officer.

In most of the schemes that have been proposed for determining the salaries of county superintendents, the number of schools in the county has been taken as the basis of calculation. But, no matter how many schools there may be in the county, if the schools are in session but four or five months in the year—this term always including the winter months—there will be, during half the year, no educational work for the superintendent to do, except to hold the examinations. He can devote the greater part of the working season to his farm or his merchandise, as very many of these officers do.

It would seem, then, that the length of the school term should be one of the elements taken into account in determining the salary, if the remuneration is to bear any fair relation to the labor to be performed. Let us look at the question still further in this light. In Delaware county, where the term is 9.16 months, and the superintendent holds 36 public examinations per annum, there is always work at hand; and the amount done is limited only by time, and the ability and disposition of the incumbent. Accordingly, we find that in Chester county, where the term is long, and the examinations numerous, with schools in session every month in the year except July, the superintendent actually labors 308 days out of 313 lawful working days in the year, allowing himself only the five legal holidays; while in Armstrong county, the term being short, and five out every six schools being closed eight months in the year, the superintendent labors but 142 days, though as faithful, probably, as those of Delaware and Chester. These facts and figures demonstrate the necessity, and, perhaps, suggest the basis, of an equitable adjustment of the salaries of these officers by legislative action, so that faithful officers may not be discouraged and humiliated by finding that, from a want of consideration, or from mere accident, they are receiving from the common fund less money than others who have not half as much work to do. Two or three modes of approximating an adjustment of these salaries have been devised by the School Department, and it is very important that one of them, or something better, if possible, should be established by the present Legislature.

The second change in the law, suggested by "Jefferson," is that county superintendents be appointed by the State Superintendent, and not elected, as now, by the triennial convention of school directors. The advantages claimed in favor of this plan are: First, that a better corps of officers would be secured than by the present mode of selection. If Civil Service Reform, with competitive examinations that should extend to every department of a superintendent's duties, could be instituted, such a result might be attained; but not, with certainty, otherwise. Such examinations may, without controversy, be classed among things practicable. On what grounds, then, could county superintendents be appointed? On the personal knowledge of the State Superintendent? The State Superintendent, if he has been long in office, would know the educational men in each county who regularly attend the meetings of the State Teachers' Association, and that take an active part in public educational affairs. But it by no means follows that these, above all others in the county, are possessed of the address, good judgment, impartiality, industrious habits, and inspiring power necessary for a first-class county superintendent. The State Superintendent, then, would expect applications and recommendations. These would be signed by citizens, and would properly have influence according to the number, character or official station of the signers, or all of these combined. It may be safely assumed that mere numbers would avail but little with any State Superintendent. The men of wealth and position who are best known to the public, and very properly have influence in most matters of public concern, do not, as a general thing, patronize the public schools, manifest much interest in them, or know their wants. The State Superintendent would receive their recommendations *cum grano salis.* The names, then, that would have most influence, would be those of school directors, chosen by the people to attend to their educational interests. Thus we reach substantially the same result as that now attained more directly, certainly, and satisfactorily under

the present law, viz., the election of the superintendent by the school directors of the county.

A second advantage claimed in favor of appointment, is that it would save the expenses of the directors in attending the triennial convention. In a theoretical point of view this may, or may not, be true; but either way, it is of no practical importance. The trifling amount thus spent does not seriously disturb the assessors' next return, nor effect the receipts of the Internal Revenue Department. We cannot determine far-reaching questions of educational policy by such aggregates of inappreciable items of personal expense. Almost any proposition could be invested with a degree of plausibility by such resort to *minima*. Good institutions cost money. Despotism only is cheap. It is true that all the directors do not attend the triennial convention, and it may be that "the spirit of the law is not fully observed." But if this is an argument it proves too much, and therefore proves nothing. All who have a right to vote never attend any general election; yet who thinks this a violation of the spirit of republican institutions? It is seldom that the result of the triennial convention is effected by the failure of directors to attend; especially when there is much to be gained or lost by the election of this or that candidate.

The third reason given for appointment is that the exclusion of partisan politics would be more fully realized. All true friends of common schools wish to exclude from them partisan politics, and sectarianism. But the best man for a position cannot always be determined by looking merely at the man. The position must be looked at, and the character of the people with whom the man will come in contact in the discharge of his duties. It would not be wise to appoint a Republican superintendent in a county that is overwhelmingly Democratic, nor a "hireling" minister in a county controlled by Quakers, nor *vice versa;* certainly not unless the person appointed were very little of a partisan or sectarian, and, like Saul among the prophets, head and shoulders above any man in the opposite party. It must always be assumed that people are influenced more or less by prejudice. This, if not absolutely true of every individual, is certainly true of every community; and, other things being equal, a county superintendent can accomplish more for the cause of education when his views of duty, whether political or moral, are in substantial accord with the prevailing sentiment of the county. The appointment of "Jefferson," as a county superintendent, is a good illustration of the foregoing remarks. On his own showing he belongs to the dominant political party of his county, and the wisdom of the State Superintendent was "indorsed" by the unanimous vote of the next triennial convention.

It is undoubtedly true that counties generally select superintendents whose political sentiments accord with those of a majority of the school directors. But it is also true that there has been very little complaint against superintendents arising from political causes. Except in counties where the parties, as represented in the school boards, have been nearly equal, but little has been said about politics, and superintendents have had abundant support from men of both parties. It seems very improbable that by transferring the power to select a superintendent from the directors, who generally fairly represent the county, to Harrisburg, any good result can be secured that will compensate for the suspicion that will be awakened that the appointment is controlled by political influences.

School directors are chosen at the spring elections, when party lines are not so strictly drawn as at other times; and as a general thing both parties are represented in each board of directors. When we have "complete representation," by means of cumulative voting, there will be further improvement in this respect, which will assist in keeping partisan politics out of school affairs.

We are in favor, therefore, of retaining the present mode of selecting the county superintendents. The people are accustomed to it, and, so far as we know, satisfied with it.

"Show no cause of change, and reason leaneth to continuance."

PENNSYLVANIA ORPHAN SCHOOL SYSTEM.

THE late report of the Superintendent of Soldiers' Orphan Schools contains a full history of the origin and progress of our orphan school system. We print the whole of it below, feeling that we could fill our pages with no matter more acceptable to our readers. Pennsylvania is the only State in the Union that has systematically, and in a degree corresponding to the necessity, cared for the destitute children within

her borders, orphaned by the late civil war. She has done this on a magnificent scale, reaching her benevolent hands into every school district and neighborhood, and gathering thence the deserving objects of her solicitude, and feeding, clothing and instructing them until able to take care of themselves. In this grand scheme of patriotic philanthropy, she has already expended more than $3,000,000, and stands ready to expend the required $2,000,000 more necessary to complete the work. When done, she will have the thanks of the 6,500 recipients of her bounty, (many of them saved by her hand from paths of evil,) and the admiration of the whole civilized world.

HISTORY OF THE SYSTEM.

The time has come when the leading facts connected with the origin and growth of our system of soldiers' orphan schools should be placed on record. The adoption of this system is destined to mark a proud event in the history of the Commonwealth; and it is due to the men who conceived the idea of such a system, who were instrumental in securing its adoption, who put it into operation and supervised its working, that the several parts they performed should at least be set down to their credit. This task I propose very briefly to perform.

In the message of Governor Curtin, dated January 7, 1863, may be found the following paragraph: "In July last I received, at Pittsburgh, by telegraph, an offer from the Pennsylvania railroad company, of a donation of $50,000 to assist in paying bounties to volunteers. I declined this offer, because I had no authority to accept it on behalf of the public, and was unwilling to undertake the disbursement of the fund in my private capacity. I have since received a letter on the subject from the company, suggesting other modes of disposing of the money, a copy of which is annexed to this message." The most diligent search has been made among the records of the two Houses and in the archives of the State Department, for a copy of the letter above alluded to by the Governor, "suggesting," as is stated, "other modes of disposing of the money," but without success. Neither does the company itself seem to have preserved a copy of it. If among the modes of disposing of the $50,000 suggested was that of applying it to educate and maintain the destitute orphans of soldiers, as the language of the law first enacted concerning the matter would seem to imply, the Pennsylvania railroad company must have the honor of not only giving the first money that was used in the establishment of soldiers' orphan schools, but, also, of practically originating the idea which led to their establishment, thus refuting the doctrine that "corporations have no souls." This matter, however, must, for the present, at least, remain in the dark.

Some light may be thrown upon the origin of our soldiers' orphan schools by the fact that the Northern Home for Friendless Children, in the city of Philadelphia, and, perhaps, other similar institutions in the State, opened their doors at once, upon the breaking out of the war, to the children of the brave men who went forth in defense of their imperiled country, and took care of them at their own expense. At the Northern Home between one and two hundred were kept in this way, and many of them, upon the death of their fathers, remained permanently in the institution, a charge upon the benevolence that supported it, until able to provide for themselves. When Dr. Burrowes was appointed Superintendent of Soldiers' Orphans, he found about one hundred of this class of orphans in the Northern Home. Gov. Curtin was fully advised of these circumstances, and it is quite likely they may have had something to do in shaping the plan he finally adopted of placing the orphan children in "existing" institutions, instead of establishing new ones for them.

It is clear, however, that either self-originated or suggested by some person or some circumstance, the idea that the State ought to maintain and educate the destitute children orphaned by the war, took definite shape in the mind of Gov. Curtain sometime between the date of his message of 1863, in which he recommends that the donation from the railroad company "be applied toward the erection of an asylum for our disabled soldiers," and the date of that of 1864, in which this idea is not only presented, but there is laid down the outlines of a plan for carrrying it into effect. Here are his words: "I commend to the prompt attention of the Legislature the subject of the relief of poor orphans of our soldiers who have given, or shall give, their lives to the country during this crisis. In my opinion their maintenance and education should be provided for by the State. Failing other natural friends of ability to provide for them, they should be honorably received and fostered as children of the Commonwealth. The fifty thou-

sand dollars heretofore given by the Pennsylvania railroad company, referred to in my last annual message, is still unappropriated, and I recommend that this sum, with such other means as the Legislature may think fit, be applied to this end, in such manner as may be thought most expedient and effective. In anticipation of the adoption of a more perfect system, I recommend that provision be made for securing the admission of such children into existing educational establishments, to be there clothed, nurtured and instructed at the public expense. I make this recommendation earnestly, feeling assured that in doing so, I represent the wishes of the patriotic, the benevolent and the good of the State." This extract contains the germ of our whole system of orphan schools, and to Andrew G. Curtin belongs the high honor of being its father. It is said that he had promised the fathers, when leaving their homes and the little ones to meet the enemy in the field, that he would look after their children should they never return. If so, he redeemed his promise.

Soon after the publication of the message above alluded to, the undersigned, then principal of the State Normal School at Millersville, Lancaster county, was sent for by the Governor, and requested to prepare a bill to be laid before the Legislature, embodying the provisions necessary for carrying into effect the measure proposed in the message concerning the orphan children of soldiers. This request was cheerfully complied with, and the bill thus prepared was submitted to the Governor and a few friends, approved by them and duly read in place in the House of Representatives and reported favorably by the Committee on Education. An editorial in the PENNSYLVANIA SCHOOL JOURNAL for May, 1864, thus speaks of the pending bill: "A bill was also on file in the House, having been reported by the Committee on Education, providing for the maintenance and education of the children of soldiers from this State, who have been killed or died in the service of the United States, during the existing war, and who have left their families in limited circumstances. Of these the number is now not less than 5,000. The proposed law is a good one, and it is sincerely hoped will pass this session."

This bill was not acted on for want of time, but a short act was passed, authorizing the Governor to accept the donation of the railroad company, and to use it, at his discretion, for the purpose of educating and maintaining the destitute orphan children of soldiers and sailors. In order to carry this act into effect, the Governor, on the 16th of June, 1864, duly commissioned Hon. Thomas H. Burrowes, Superintendent of Soldiers' Orphans. The following is the letter of the Governor accompanying the commission:

EXECUTIVE CHAMBER,
HARRISBURG, PA., *June* 16, 1864.

DEAR SIR:—The Legislature having conferred on me authority to expend the sum of $50,000, given by the Pennsylvania railroad company, on the education and maintenance of orphans of deceased Pennsylvania soldiers and sailors, your known patriotism, integrity and ability have led me to select you to superintend such expenditure. I send herewith a commission, appointing you to that office, and should be obliged by your preparing a plan for carrying into effect the intentions of the Legislature.

Your compensation will be six dollars a day, and necessary traveling expenses. You will also be allowed a clerk at the rate of not more than $100 a month.

I am, sir, very respectfully,
Your obedient servant,
A. G. CURTIN.

Hon. T. H. BURROWES.

It will be noticed that the Governor asks Dr. Burrowes to prepare "a plan for carrying into effect the intentions of the Legislature." The plan as accepted by the Governor is given in full in the appendix to this report, and is in substantial accordance, as can be seen by comparing the two, with the laws now in force.

No copy of the original bill lost in the House of Representatives remains, but it was, while differing with it in form, the same in substance as Dr. Burrowes' plan. Indeed, the Governor requested Dr. Burrowes' to frame it after this model, and that he did so rests upon his own testimony found in an editorial in the SCHOOL JOURNAL for July, 1864. The editor says: "It was stated last month that this whole project," the orphan school bill, "had failed to meet the favor of the Legislature. We are glad to be enabled, now, to say that we were then misinformed. It was only the bill to specify and mature the details of the plan, which, for want of time, was not then acted on; but the short act now published under the proper head, was passed in its stead, giving all necessary power to effect the object. The bill that was thus lost had been carefully prepared by Professor Wickersham, principal of the State Normal School of the second district, whose knowledge and experience in school organization will not be questioned; and *its main features have been adhered to in the plan now adopted.*"

Dr. Burrowes, soon after receiving his commission, opened an office in Lancaster, appointed Professor James Thompson, of Pittsburgh, clerk, and commenced organizing the system, a work for which his peculiar abilities so well fitted him. His first months were spent in preparing forms of various kinds, selecting citizens in the different counties well known for their patiotism and public spirit to act as superintending committees, seeking institutions of the desired kind willing to receive soldiers' orphans, and carrying on a large explanatory correspondence. In October, 1864, he writes: "A number of schools have already been selected in different parts of the State, sufficient, perhaps, to accommodate those who may apply during the present and coming month;" but it was not until some time after that date that satisfactory contracts were made with the proprietors, and schools opened for the reception of pupils. In February, 1865, he published a list of six schools and five homes, with which such contracts had been made, and stated that to these there had been sent 276 orphans.

The task of finding suitable institutions willing to receive soldiers' orphans, under all the circumstances attending the matter, was one of extreme difficulty; and a man less hopeful than Dr. Burrowes, one with more calculation and less faith, would not have succeeded in accomplishing it. He had but $50,000 at command, several of the normal schools declined his request to erect additional buildings for the accommodation of such orphans as he might send to them, the prices asked for taking care of the orphans by a number of boarding schools to which he applied were higher than he could pay, and, worse than all, there was a general want of confidence in the permanency of the enterprise. Still, full of faith and zeal, the superintendent labored on in his good work, and, at last, had the good fortune of seeing the obstacles that at first stood in the way of his plans in great measure overcome. The first report of the superintendent, dated December 31, 1864, gives a history of what had been done, and lays a broad basis for the superstructure, which none but a prophetic eye could have seen at that time would be erected upon it.

The Legislature of 1865 passed an act, the second of the series of orphan school acts, approved March 23, "establishing the right principle that the destitute orphans of our brave soldiers are to be the children of the State," and appropriating $75,000 to carry on the work for the year. Although this measure finally passed both Houses unanimously, it met in its progress some very strong opposition, and Dr. Burrowes says "it owes its origination entirely to the wise forethought and untiring exertions of Gov. Curtin." In speaking of the members who favored it, he thanks many, but names but one, Hon. Wilmer Worthington, Senator from Chester. "He it was," so reads an editorial in the SCHOOL JOURNAL, "who took up the question on its merits, when it reached the Senate in a shape which, to say the least of it, nothing but entire misunderstanding of the object in view could have given it, and at once set himself to disabuse the Legislature, and disseminate truer and nobler views. To his intelligent course, clear explanations and persistent advocacy, it is that the final passage of the amended bill, now a law, is mainly due. To his efforts, therefore, next to Gov. Curtin, so many widows will owe relief from the burthens thus assumed by the State, and so many orphans the means of rendering themselves worthy, by proper training and education, of the noble names they bear."

The superintendent felt himself so much strengthened by the act thus secured, that he declares that the plan for the education of the orphan children, heretofore going so slowly into operation for want of certainty as to its continuance, "shall now proceed with all dispatch consistent with the importance of the subject, and the many yet untried details of the enterprise."

In order to show how the work of organization proceeded, I copy the following statistics, which were compiled November 30, 1865:

Allowed applications received for admission to the schools	1,846
Disallowed applications received	67
Orders issued for admission to the schools	1,582
Actual admissions to the schools reported	1,262
Orphans discharged on applications of relatives	16

I give, also, the following list of the institions receiving soldiers' orphans, November 30, 1865, together with the dates at which they were opened, officially, for the purpose. This list is given in this way in order that the pioneers, in this noble work may have accorded to them full credit.*

The superintendent in his second report, dated December 1, 1865, gives the expenses for the year at $103,817.67. But that even he did not appreciate the magnitude of the

*For table, see next page.

system he was building up, appears from the following paragraph: "Inquiry may be made as to the duration of the system. It is probable that the maximum number of orphans to be maintained and educated will be reached in 1866, and that it will remain stationary during 1867 and 1868, as the number of discharges in each of these three years will probably be about equal to the number of the more juvenile class who will then attain the age of four and be admitted. In 1869 the number will begin to decrease and will rapidly fall off, by the arrival at the age of sixteen and by binding out, till 1884, when the schools will close for want of inmates. It may be added that taking $300,000 as the maximum cost, the average annual expense will be $150,000."

In his annual message for 1866, the Governor thus aptly and eloquently refers to the orphan schools: "I have heretofore commended this charity to you, and I deem it unnecessary to add another word in asking a continuation of an appropriation which is to provide for and educate the best blood of the State, and support the living legacies which have been bequeathed us by the men who laid down their lives for the country. When we remember that every sort of public and private pledge that the eloquence of man could devise or utter, was given to our soldiers as they went forward, that if they fell, their orphans should become the children of the State, I cannot for an instant suppose that you will hesitate to continue an appropriation which is to bless their little ones, providing comfortable homes, instead of leaving them in want and destitution, many of them to fall victims to vice and crime."

Institution.	County.	When opened.
M'Alisterville	Juniata	Nov. 3, '64
Northern Home	Philadelphia	Nov. 25, '64
Children's Home	Lancaster	Dec. 5, '64
Paradise	Lancaster	Dec. 6, '64
Mount Joy	Lancaster	Dec. 20, '64
Pittsburgh and Allegheny Home of the Friendless	Allegheny	Jan. 1, '65
Pittsburgh and Allegheny Soldiers' Orphan Home.	Allegheny	Jan. 1, '65
Orangeville	Columbia	Jan. 8, '65
Bridesburg Home	Philadelphia	Jan. 9, '65
Quakertown	Bucks	Jan. 18, '65
Pittsburgh and Allegheny Orphan Asylum	Allegheny	Jan. 25, '65
North Sewickley	Beaver	Aprl 27, '65
Emmaus Orphan House	Dauphin	May 6, '65
Loysville	Perry	May 8, '65
Children's Home	York	May 18, '65
Germantown Home	Philadelphia	May 31, '65
St. John's Orphan Asylum	Philadelphia	July 15, '65
Catholic Home	Philadelphia	July 15, '65
St. Vincent's Home	Philadelphia	Aug. 3, '65
Orphan Asylum	Lancaster	Sept. 9, '65
Church Home	Allegheny	Sept. 25, '65
Harford	Susquehanna	Nov. 6, '65
Cassville	Huntingdon.	Nov. 6, '65

The most important events in the third orphan school year were the visit to Harrisburg during the session of the Legislature of some three or four hundred orphans, their exercises in the House of Representatives, with the speeches of the Governor, the Superintendent and other distinguished gentlemen; the appropriation of $300,000 by the Legislature for the support of the schools for the year 1866; the presence of 1,157 orphans, on the 4th of July, at Philadelphia, to participate in the ceremonies connected with the return of the battle flags of Pennsylvania regiments to the State authorities, an exhition which attracted almost as much attention as the return of the flags themselves; the opening of several new schools, one of them for the orphans of colored soldiers, and the gradual consolidation and improvement of the whole system. Good-will to the system was shown in a substantial manner by the several railroad companies in giving the orphans transportation on their excursions without charge, and by the citizens of Harrisburg, Philadelphia and other places in providing for them gratuitous entertainment.

It was during this year that Amos Row, Esq., was appointed examiner, and Colonel Wm. L. Bear inspector of soldiers' orphan schools, both gentlemen well qualified for the positions; and with this increased force the visitation and inspection of schools were more carefully attended to than had previously been practicable.

The third annual report of the superintendent shows that there were on the rolls of the thirty-six schools and homes, on the first of December, 1866, 2,681 children, and that the system had cost for the year $309,149.26. The amount thought necessary for the coming year was $500,000. The condition of the schools was referred to as reasonably good and improving.

The law of 1867, relating to orphan schools, was prepared mainly by Col. Geo. F. McFarland, then a clerk in the Department of Common Schools. This law did not materially change the system then in operation; but it put in the shape of law much that had before simply existed as a loose plan, and added some valuable, practical features. The Legislature appropriated $350,000. Dr. Burrowes' term of office

expiring, Gov. John W. Geary, who now occupied the gubernatorial chair, appointed Col. McFarland his successor as Superintendent of Orphan Schools, and, his nomination being confirmed by the Senate, he entered upon the discharge of the duties of the office on the first of May, 1867.

The administration of Col. McFarland lasted from May 1, 1867, to June 1, 1871—four years and one month. During this time he established several new schools and dispensed with some old ones, but, beyond this, he had little to do in the way of organization. This difficult work had been performed by his predecessor, so that he was able to direct his whole attention at once to the discipline and management of the schools; and it will be acknowledged by all who have had the opportunity of knowing, that in his hands great improvement was made in these respects. From my own personal observation, I am free to say that he found some of the schools in very bad condition, and that he left them, not by any means perfect, but much improved. His administration, however, is so recent, the events that characterized it so fresh in the minds of all concerned, that it is deemed unnecessary to give, in this place, anything further of its history than to state that the number of children in school at the close of the respective years was, for 1867, 3,180; for 1868, 3,431; for 1869, 3,631; and, for 1870, 3,529.

Col. McFarland was efficiently assisted during the whole of his administration by Rev. C. Cornforth, and Mrs. E. E. Hutter, as inspectors of soldiers' orphan schools. And it is but just to say that Gov. Geary, by his advice to the officers of the Orphan School Department, his efforts to secure full appropriations for the system, and his frequent personal visitations and inspections of the schools and homes themselves, has proven himself a warm friend of the children the Commonwealth has adopted as her own. The following extracts are taken from his annual messages:

No calculation can furnish an estimate of the benefits and blessing that are constantly flowing from these institutions. Thousands of orphan children are enjoying their parental care, moral culture and educational training, who otherwise would have suffered poverty and want, and been left to grow up in idleness and neglect. Many a widow's heart has been gladdened by the protection, comfort and religious solicitude extended to her fatherless offspring, and thousands are the prayers devoutly uttered for those who have not been unmindful of them in the time of their affliction. In making the generous disposition it has done for these destitute and helpless orphans, the Legislature deserves and receives the heartiest thanks of every good citizen, all of whom will cordially approve a continuance of that beneficence. In shielding, protecting and educating the children of our dead soldiers, the Legislature is nobly performing its duty. These children are not mere objects of charity or pensioners upon our bounty, but the wards of the Commonwealth, and have just claims, earned by the blood of their fathers, upon its support and guardianship, which can only be withheld at the sacrifice of philanthrophy, honor, patriotism, State pride, and every principle of humanity.—*Message of* 1868.

The children who are the recipients of their benefits are the offspring of brave men, who voluntarily endangered their lives in the cause of their country in the most trying hour of its existence, and who, glowing with patriotic ardor, fought as bravely and heroically as the noblest men in the world's history. Thousands of them who left their homes in the bloom of health and with the brightest hopes of manhood, now sleep in death, leaving their widows and little ones to the care of the country in whose service they fell, and which promised them its protection. Their children are the wards of the Commonwealth, and too much praise cannot be awarded its people for the munificent and tender manner in which they have thus far, through their representatives, discharged the sacred and delicate trust.—*Message of* 1869.

Most heartily have the people endorsed the past action of their representatives in relation to these schools, and there exists not a single doubt but that they will most cordially approve all necessary appropriations for the continuance of the support, education and guardianship of these adopted children of the Commonwealth. To the honor, State pride, and humanity of the Legislature is confided the guarding and maintaining of these sacred interests, and in the faithful discharge of this noble duty you shall receive from me a special and zealous concurrence.—*Message of* 1870.

Hereafter the defenders of our country will not falter when they reflect that, should they fall, they have in the Commonwealth a parental protector of their beloved ones, who, otherwise, would be left desolate and neglected. The State has abundant cause to rejoice in what it has done for its soldiers' orphans, and to be proud of these schools which now constitute the brightest jewels that adorn its crown of glory.—*Message of* 1871.

The late Legislature passed an act imposing the duties of Superintendent of Soldiers' Orphans upon the Superintendent of Common Schools, and since June 1, 1871, this noble benefaction has been administered by that officer, with what advantage to the system and with what satisfaction to those intrusting him with this power and to the people generally remains to be seen. This only is promised, that no interest the State has in these orphan children of our dead heroes, no interest of these children themselves, shall suffer while in his hands for the want of an honest and faithful performance of duty; and, he trusts, that the same generous support heretofore granted the system by the Legislature, and the same kind of sympathy

for it on the part of the people, will be continued until the last destitute soldiers' orphan child in the State has been fed, clothed, instructed and cared for until he shall be able to supply his own wants and work his own way in the world.

MUSIC IN PUBLIC SCHOOLS.

BY PROF. JEAN LOUIS.

MUSIC was introduced into the public schools of Philadelphia, May, 1869, as an experiment. At the meeting of the Board of Public Education, July 5, 1870, it was introduced as a regular branch of study, and by the revised "course of instruction," adopted March 31, 1871, it was resolved that this new study should be partly taught, at present, by the regular teachers—that is, the *theory* by them, and the *practice* by the music teachers in grammar schools, while theory and practice in secondary and primary schools is assigned to the regular teacher altogether. A music teacher, in every school section, has to supervise this study, while the superintendent of music oversees the music teacher. This branch of study has been a perfect success in Philadelphia, and the regular teachers have been found quite able to carry out the part assigned to them.

It is quite as successful here as it has proved in Boston, Worcester, Salem, New Bedford, Chicago, Cleveland, Cincinnati, Louisville, San Francisco, and other cities of the Union, where similar systems have been introduced, and, surely, other great cities will follow the example.

The president's report, in Philadelphia, for 1871, says of this study:

"The position of music, as one of the branches of study in our public schools, is no longer an uncertain one. Those who were the original advocates for its introduction into our course of instruction, and who have ever been found battling in its behalf, now have the satisfaction of seeing their efforts crowned with success. By the revised graded course lately adopted by the Board, the study of vocal music is made to commence in the primary and to continue through all the higher grades of schools.

"While recognizing the fact that we and our predecessors in office were most unaccountably slow to perceive the benefits which are to be derived from the addition of vocal music to the list of studies—and that, until within the last two years, we had not taken even the first step in that direction, wherein not only many of the most enlightened and progressive nations of Europe, but also a very large number of our sister cities, have for a long time been making rapid strides—we can congratulate ourselves that the formidable opposition which we were constantly compelled to encounter from those who regarded the introduction of vocal music as an unwarrantable innovation, involving a wasteful expenditure of the public moneys for instruction in a *mere accomplishment*, has been at length almost entirely overcome.

"In an address recently delivered before the National Teachers' Association, by Eben Tourjee, Mus. Doc., entitled 'A Plea for Vocal Music in Public Schools,' the arguments which the author adduces in favor of the entry of music into a common school education are thus recapitulated and summed up:

1. It is an aid to other studies.
2. It assists the teacher in maintaining the discipline of the school.
3. It cultivates the æsthetic nature of the child.
4. It is valuable as a means of mental discipline.
5. It lays a favorable foundation for the more advanced culture of later life.
6. It is a positive economy.
7. It is of the highest value as a sanitary measure.
8. It prepares for participation in the church service.

"The zeal and energy of Professor Louis, the indefatigable superintendent of this department, and his faithful assistants, have been productive of the most gratifying progress on the part of the pupils, and results which are far in excess of the expectations entertained by even the most sanguine, and more than commensurate with the slender means at command, have been accomplished.

"We hazard little in saying that vocal music as a study in our public schools, is daily growing in the favor of the masses of our citizens. It would be strange, indeed, if the fact were otherwise, when we consider the refining and elevating influence of music, its great value as an aid to the preservation of order and discipline in the school-room, and the addition which it brings to the delights of the home circle."

And since the writing of this report, music as a study has proved still more successful.

At a public exhibition of the Philadelphia system of vocal music, Nov. 17th, at Horticultural Hall, by the pupils of *all grades* of the Fifteenth Section it was shown, that the children of six years of age are able to comprehend the theory intelligibly. We give the opinion of the *Evening Bulletin*, Nov. 18th, which says editorially:

At Horticultural Hall, last evening, the pupils of the Fifteenth Section, gave a concert for the purpose of offering the public the first fruits of the introduction of the study of music in the common schools. After hearing the singing of the children, and observing their progress in the rudiments of the science of music, it is impossible not to acknowledge that Prof. Jean Louis has achieved very creditable results with his system of instruction. The very little children in the lower classes of the primary school seemed to comprehend perfectly in their small way, the easy lessons from the Primary Manual. The higher pupils in the same class displayed an intelligent comprehension of the Manual, which could not have been gained by note study, or simple cramming for this special occasion. In the secondary schools, the girls recited the first fourteen lessons, and went through the exercises with the prompt correctness which distinguishes only intimate familiarity with the subject.

The pupils of the grammar school were examined in the rudiments of music, and exercises given on the blackboard were performed correctly.

This proved that the young ladies have not only learned to read simple music at sight, with very encouraging facility, but that they thoroughly understand the elementary principles of the science, and can give reasons for the peculiar methods of procedure in the construction of music with an intelligence which would surprise girls whose musical studies are confined to fingering the piano-forte.

This performance has been an evidence of what has been accomplished by the use of a good system of musical instruction in our public schools in a single year; it was remarkable and intensely interesting to those who can perceive the noble and enduring consequence which must ensue from the education of 80,000 children of all classes in the most refining and elevating of sciences.

The *Press*, *Age*, *Inquirer*, *Evening Telegraph*, and other city papers, also spoke of the exhibition in the highest terms.

It has been objected that music interferes with other studies and prevents due attention to them. This is not so; for it is the concurrent testimony of teachers, in whose schools it has been *faithfully* and *earnestly* taught, that it is a positive advantage in promoting harmonious operations of the mind, and in invigorating and exciting all the faculties. This is especially true with respect to the matter of reading and speaking.

We propose to continue this subject, taking up the following points in the order here given:

1. Why music should be taught in all the public schools.
2. How it should be taught.
3. How it can be accomplished in the State of Pennsylvania.

SCHOOL-ROOM ILLUSTRATION.

BY JOHN G. MOORE.

The Spectroscope.

ABOUT two centuries ago, the celebrated Newton, by holding a triangular piece of glass called a prism, in the sunlight, discovered the solar spectrum. For about a century and a quarter, this was admired alone for the beauty of its gorgeous colors. In 1802 Dr. Wollaston discovered *dark lines* across this spectrum, which seemed, at first view, to mar its beauty. In 1814 Fraunhofer, a German optician, mapped with great care, five hundred and seventy-six of these lines, from which circumstance they have ever since been called Fraunhofer's lines. He observed also that the relative distances between these lines remained constant in every kind of sunlight, direct, diffused and reflected, etc.; and he designated the most prominent ones by the letters A, B, C, D, E, F, G and H. From that time, for nearly half a century, every thoughtful observer, doubtless, asked himself the question why should the beautiful solar spectrum be crossed by dark lines. We shall attempt in this and the next articles, after a brief description of the spectroscope, the apparatus used, to show how it has been instrumental in aiding modern thought to solve this problem.

The spectroscope is an instrument designed to aid in the examination of different spectra. The first piece of apparatus bearing this name was constructed in 1859, for Professors Kirchoff and Bunsen, who engaged systematically to investigate spectra with a zeal and earnestness that insured success. These philosophers have developed spectrum analysis with due scientific accuracy, and have established it on its present firm foundation.

The spectroscope consists essentially of the following parts: First, one or more prisms of glass or bisulphide of carbon, to separate the rays of light according to their different refrangibilities; second, a narrow adjustable slit mounted in a tube, through which the light from a luminous or an illuminated body passes to fall upon the prism; third, a telescope to view the spectra; fourth, a secondary prism, movable on a hinge, to be placed at pleasure in front of the slit, to enable the observer to view simultaneously two spectra. These parts are mounted on a stand, whose top is a circle with a graduated circumference. The prisms and the tube with the slit are attached permanently. The telescope has a movement on an axis in the center of the top, so that it can be easily adjusted to receive the refracted rays of light.

The flame of a candle, oil, or gas, may now be placed a short distance in front of the vertical slit and viewed. Their spectra are *continuous;* that is, the colors are arranged regularly — red, orange, yellow, green, blue, indigo, violet, proceeding from the least to the most refrangible ray. Any *white hot* solid or liquid body, as platinum wire, lime, carbon, etc., may be substituted for the flame above, and examination shows that each gives a continuous spectrum. It is necessary to have the substance white-hot to obtain a full spectrum, as it is a well-known fact that solid and liquid bodies

become, by the application of increased heat, first red-hot, then orange-hot, passing through the colors in the order of their refrangibility, and attaining white heat at twenty-one hundred and thirty degrees temperature, Far. The law has therefore been established that *the spectra of white-hot solid and liquid bodies are continuous*, and that they differ from the solar spectrum only in the absence of dark lines.

Vapors and gases are also rendered incandescent by heat; but differ from solid and liquid bodies by emitting only colored lights, each substance giving a definite and characteristic color; as, the vapor of strontium gives a red; of barium, a green; of potassium, a pale violet; of hydrogen, a crimson, etc. These colors are only intensified by increased heat. Many of the salts of the metals give the same reactions; and usually additional heat gives the color more brilliancy, but sometimes decomposes the salt and gives the color of the vapor of the other ingredient. For spectroscopic observation the flame of a Bunsen's burner is sufficient to vaporize several of the metals and many of their salts. These substances are conveniently held in the flame by pieces of platinum wire. For more refractory substances, the powerful heat of the electric discharge is employed. The spectra of these luminous vapors and gases are *discontinuous* or interrupted, that is, they are made up of one or more bright bands: as, the spectrum of lithium has a red band and yellow one; that of hydrogen has three bands, red, bluish green, and violet; and that of sodium, two yellow bands so near together that they are usually considered one. The color, position and number of these bands for each substance, are identical and absolute. The accuracy of these phenomena has furnished the chemist with the most certain, and at the same time the most delicate tests for chemical substances. One experiment will serve to illustrate its delicacy: Let the hand be made as clean as possible, touch it with a platinum wire, and a sufficient quantity of common salt will adhere to the wire to give distinctly the sodium bands.

DEPEND upon yourself. This is written for you, young man. Don't depend upon father's money or position, but make both for yourself. Dr. Franklin said a good kick out of doors is better than all the rich uncles in the world. A young man left to his own exertions, driven out to stem the tide of fortune, will rise to an eminence to which affluence and luxury cannot elevate him.

THE STONE-CUTTER.

A FABLE.

ONCE upon a time there was in Japan a poor stone-cutter, a simple workman in the quarries. His life was rude, he worked much, gained little, and was not at all contented with his fate.

"O, if I could only be rich enough to rest, to sleep on thick matting, wrapped in a kirimon of soft silk!" Such was the sigh he breathed to heaven. An angel intercepted it.

"It shall be according to thy desire," said the angel to him. And he at once became rich, and he rested, and he slept on thick matting and wrapped himself in a kirimon of soft silk.

It happened that the Emperor passed by. He was preceded by heralds on foot and horseback, followed by a brilliant escort of cavaliers, and surrounded by persons who held over his head an immense parasol, resplendent with gold.

"What good does it do me to be rich?" murmured the man, "as long as I have not the right to go out with an escort, and my head protected by a golden parasol? Why am I not the Emperor?"

"Thou shalt be," said the angel.

And, indeed, he became the Emperor. He had an escort of cavaliers before and behind him, and people who held above his head an immense parasol, resplendent with gold.

However, the sun, with his ardent beams, dried up the country, and the dusty road, quivering with his brightness, fatigued the eyes.

"It is a great advantage to be Emperor," cried the man, "when the heat of the day exhausts you, and the sun never ceases to make you feel his power! But if one could be the sun!"

"Behold! Are you satisfied?" the angel asked. For he had become the sun, and he darted his beams up and down, right and left, and all around him. And he scorched the herbage of the earth, and the faces of the princes upon the earth.

But now a cloud thrust itself between the earth and him; it held back the rays of the sun, and prevented them from falling upon the earth's surface.

"There is strength," cried the sun, "a cloud capable of resisting my power. It would be better if I were a cloud."

"Very well," said the angel.

And the transformation was at once ac-

complished. The new cloud placed itself haughtily between the sun and the earth, and so thoroughly intercepted the rays of the sun that it soon saw the earth covered with its shadow. Then it caused big drops of rain, and pouring showers, and water-spouts, to fall on the lands, so that the torrents burst their bounds, and the rivers spread over and devastated the fields.

Nothing resisted the force of the inundation; only a rock defied it, perfectly motionless. In vain the bellowing waters beat it in their fury, the rock yielded not, but the foaming waves died at its foot.

"A rock, then, is my superior," said the cloud; "I would rather be in its place."

"You shall be," said the angel.

And he was transformed into a steep, unshaken rock, insensible to the rays of the sun, indifferent to the torrents of rain and the shock of the tumultuous waves.

Nevertheless, he distinguished at his feet a man of poor appearance, badly clothed, but armed with a chisel and a hammer; and the man, with the help of these instruments, struck off pieces of the rock, which he dressed into stones proper for cutting.

"What is that?" cried the rock. "Has a man the power of rending pieces of stone from my breast? Shall I be weaker than he? Then it is absolutely necessary that I should be that man."

"Have your will," said the angel; and he became again what he had been—a poor stone-cutter, a simple workman in the quarries. His life was rude, he worked much and gained little, but he was contented with his lot.

EDITORIAL DEPARTMENT.

Pennsylvania School Journal.

LANCASTER, FEBRUARY, 1872.

J. P. WICKERSHAM. — J. P. M'CASKEY.

THE improved appearance of the JOURNAL has been very much commended. Words of cheer reach us also from all directions in reference to the valuable character of the matter with which we now fill it. Teachers are beginning to appreciate the power it can exert in their interest. But we must have more than kind words and good wishes. These are excellent in their way, but, unfortunately, they will not pay bills for paper and printing. Will not each teacher who receives this number, secure us at least *one* new subscriber? It would be no very difficult task to raise a club of five in almost any school district in the State; but if each teacher who now takes the JOURNAL will send us one new name, we will be satisfied. Please send them in.

M. ERNEST RENAN, a noted French philosopher, has lately written a work on the intellectual and moral condition of France, in which, it is said, his chief demand is for the establishment of a solid system of elementary instruction throughout the nation, by which the people of France may be made "serious, attentive, submissive to authority, friends to rule and discipline, humble, and careful to avoid presumption."

SENATE, WASHINGTON, Dec., 19.—Mr. Stewart introduced a joint resolution proposing a sixteenth amendment to the constitution providing for the establishment in in each State and Territory of free schools, prohibiting the United States, or any State or territory, from giving aid to sectarian schools, and giving Congress the right to enforce it by appropriate legislation. Referred to the judiciary committee.

THE *North American*, of Philadelphia, in speaking of the proposition to reduce our State taxes, gives utterance to the following broad, and statesmanlike views:

"It is important to bear in mind that there are many things of great moment the State might do with this revenue, instead of reducing the debt. It might give a great deal more to education than it does; for in that respect invidious comparisons have been published between Pennsylvania and Massachusetts, the latter State giving relatively far more than Pennsylvania. Massachusetts gives money profusely to encourage public libraries, sicentific museums, colleges, and other educational institutions, while Pennsylvania gives little or nothing. As we pay off, on an average, about two millions of our debt annually, perhaps, if any change be advisable, we had better give one million more to common schools,

and reduce the debt a million. We are quite certain that the railroad managers of the State would be glad to go on paying the same taxes as at present, if the State would only do something like this to encourage education and development along their routes, since it would be sure to increase their business. The whole subject is very important, and will bear a broad and liberal treatment, without regard to local or partisan considerations."

"THE new system of education in England," says *The Nation*, "with all its valuable features, is by no means working smoothly. The power which it gave localities to establish denominational schools, under rigid restrictions as to religious instruction, has been taken advantage of by the Established Church, owing to its enormous wealth, to set up a great number, so great, indeed, that through a great portion of the country the new schools are virtually in the hands of the clergy. This has infuriated the Dissenters, who are everywhere up in arms against it, and have been holding a great conference at Manchester with the view of forcing the government into some sort of compromise; and their hostility is so great that it is believed a general election would now be a dangerous experiment for Mr. Gladstone. Mr. Lowe has made a pacificatory speech, in which he says he sympathizes with the Dissenters, but that the Government did all it was possible for them to do without running the risk of leaving another whole generation uneducated."

HON. WASHINGTON TOWNSEND, M. C., in a recent letter to the Farmers' Club, of West Brandywine township, Chester county, makes the following practical and appropriate suggestions. We print them in order that other clubs may profit by them:

"The Farmers' Clubs can be made useful in more ways than one; for while you associate together to promote the improved cultivation of the soil which you will hand down to your children, by the same means of co-operation you can promote an improved cultivation of their minds, and enable them to enjoy, in a greater degree, the goodly inheritance which, in the course of nature, you must leave behind you.

"I have frequently thought that the farming community did not pay sufficient attention to their common schools. There is no good reason why there should not be at least one superior graded common school in each township, where the children would be enabled to receive a first-class common school education, sufficient for all the duties of a good average position in society. This can be readily effected if the Farmers' Clubs will take the matter in hand, and while they seek to make good farms, they can endeavor to maintain good schools by the election of careful directors and the employment of competent teachers. Be assured that there is no better investment that a man can make of his money than in the cause of the education of his children.

"In another way the clubs can be of great use, and that is in the establishment of lyceums, with library attached, which shall hold weekly meetings for eight or nine months in the year, and where all the subjects, political, literary and miscellaneous, which interest people, generally may be lectured on and debated, for the entertainment and instruction of all. These will be of great interest to the youth of both sexes, and will tend to the development of the latent talent that exists in every community.

"With these salutary agencies in operation in any neighborhood, it cannot fail to become enlightened, and exert an important influence, and I cannot conceive of a more desirable place of residence for a gentleman of agricultural tastes than a vicinity where all these good influences may be found existing."

A LETTER, written by Lord Macaulay to the Hon. Henry S. Randall, of New York, has just been published. The occasion of its writing was the gift to Macaulay, by Randall, of his "Life of Jefferson." The writer starts out by plainly stating that he is not an admirer of Jefferson, and this because he has no sympathy with republicanism. "I have long been convinced," says Macaulay, "that institutions purely democratic must, sooner or later, destroy liberty, or civilization, or both," Looking still further, the eminent historian indulges in the following prophecy:

"Your Constitution is all sail and no anchor. As I said before, when a society has entered on this downward progress, either civilization or liberty must perish. Either some Cæsar or Napoleon will seize the reins of government with a strong hand, or your republic will be as fearfully plundered and laid waste by barbarians, in the twentieth century, as the Roman Empire was in the fifth; with this difference, that the Huns and Vandals, who ravaged the Roman Empire, came from without, and that your Huns and Vandals will have been engendered within your country, by your own institutions."

This prophecy will prove a true one, unless the evil it forebodes shall be guarded against. If we allow large masses of our people to grow up "barbarians," our institutions will doubtless become a prey to them. But this we do not mean to do. We will make education universal, and thus save republicanism.

REV. DR. MUHLENBERG, President of Muhlenberg College, Allentown, recently delivered a lecture on "Beauty" before the Lehigh County Teachers' Institute. We find the following synopsis of it in the *Lehigh Register* of Dec. 27th:

"The great design of our existence in this world is to discover the truth; that our minds, as well as the universe in which we live, are severally adapted to this end. Truth is supplied in different ways.

Those who think the most profoundly acquire the most of it. The most valuable truths are revealed only to the deepest thinkers. Coming to æsthetical culture, he spoke about the manifold beautiful things, the handiwork of art, that attract our attention and that delight and elevate us; awaken our imagination; appeal to the mind, the eye and the ear. Thus we find here not only the feeling of beauty, but also proof of its existence. Having enumerated some of the most exquisite, some of the most sublime beauties of nature, he said they awaken in us a feeling of admiration which is eminently beneficial. Next it is easy to pass from the planes of beauty he had spoken about to that higher plane inseparable from the existence of mankind. Having called attention to ancient and modern ideals, he passed to the consideration of a still higher stage of beauty, the beauty of intellectual and moral qualities. Quotations from Milton and Byron followed, which were rendered by the distinguished professor with highly appreciative precision. Beauty, he believed, is an original gift of God. Like Kepler, and his study of the stellar universe, the more persistently we search for truth the more we come to know of and appreciate and to be affected by beauty; the nearer we approach to an appreciation of the spiritual universe. The science of æsthetics, therefore, is of immense practical utility for fully developing not alone the intellectual, but also the moral forces of mankind. Beauty is spiritual in the forms of matter; it is not God, but it is a manifestation of what God has done in a physical form. The opinion of the most profound thinkers is that all forms in the natural world exist eternally as ideals in the divine mind incidental to their realization in this world. They are not God: they only reveal God unto us. Each new object of beauty we discover is to teach us more and more truth. We realize, at last, with Plato, that the beautiful of God consists in many respects of different ideas, but that they are not so widely apart when rightly considered. The center is only in the Supreme God. Beauty comes to draw us nearer and nearer to the divine center, and finally fit us for heaven."

NATIONAL SCHOOLS.

OUR own views in opposition to the establishment of a National System of education have been so fully expressed in the JOURNAL that there is no danger of our being misunderstood by publishing the following article from the *Irish Republic* of Dec. 30th. All the writer asserts in regard to the danger of ignorance to our free institutions and the great importance of the educational question, is true and well put. Besides, the article has the Irish characteristics of spirit and dash that will attract attention to it:

Senator Stewart has brought in a Sixteenth Amendment in the shape of a bill to create a national free school system in every State and Territory of the Union. There never was a more important measure before Congress than this. It is the very foundation of a republic. To ignorance monarchy is necessary, but ignorance kills republicanism.

It is almost incomprehensible to find some of the monarchies of Europe in advance of our legislators in the matter of education. The first thing that should have occupied the attention of the founders of this republic, was a system of forced education. We say forced, understandingly; for, as a rabid dog hates water, so do the ignorant and degraded hate intelligence. The majority in this republic—the good, the wise, the pure—are in favor of a school system that will overtop all the school systems of the world. This majority of law-biding, liberty-loving men and women, have the undoubted right to force the children of the ignorant and debased to receive intelligence, and so escape their parents' fate. Any squeamishness about interfering with the rights of individuals is mere childishness. There is a high principle and a grand sentiment in this republic, which are a sufficient guarantee that all decent men's rights will always be respected. But, carrying this individual right into extremes, would prevent a policeman from arresting a thief.

Unless there is a national school system inaugurated—something that will pluck the children of the country from the ways of ignorance, and fill their souls with a national spirit—the American Republic may go on in a ding-dong way for years, but will eventually die of ignorance.

Now is the time to begin this reformation. At a time when sects are beginning to agitate the necessity—their sectional necessity—of tearing up the little free-school system we have, it would be glorious response to the popular wish to answer the sectaries by giving them a forced national principle.

Talk of protecting the purity of the ballot; talk of giving a high tone to politics; talk of creating a spirit of grand nationality, while the men who are guarding the ballot and running our politics are scarcely able to write their names, and have as much soul for republicanism as the serfs of Russia. These men are too old in their sins to reform. The buds opened in ignorance, have blossomed in ignorance, and are now decomposing in rankness. The schoolmasters in the public schools are the men who have the protection of the ballot in their hands. Only give us a glorious national school system that will embrace every boy and girl in the land—the children of the nation—and we will pledge our lives that the next generation will require neither policemen nor lawyers to protect the ballot-box.

We trust, then, that during this session of Congress this question will be thoroughly discussed. No grander subject can fill up the days of its session. Let the President be empowered to appoint a commission composed of the greatest scholars of the land, advanced Republican men; let this commission invite reports from all parts on the best system of national education. Out of this will spring a system which will be the crowning glory of Grant's administration, and the certainty that this republic will live forever.

TEACHERS' LIBRARIES.

BOOKS relating to education and the profession of teaching, have so multiplied of late years, that it is no difficult matter to collect several hundred volumes treating of these subjects. Besides, there are many

works of a literary and scientific character, with which there are special reasons why teachers should become acquainted.

But, in most cases, it is impossible for teachers to own the volumes they need, and almost equally so to establish teachers' libraries in school districts. The teachers of York county, seem to have overcome the difficulty. Several years ago they established, in connection with their annual institute, a County Teachers' Library. We are not advised as to the number of volumes it contains, but have reason to think that the teachers consider it a very valuable means of improvement. We believe it is supported with the funds and managed under the authority of the institute.

Topics of the Month.

Hon. L. W. Perce, chairman of the Committee on Education and Labor, of the House of Representatives at Washington, is writing to the several State Superintendents for copies of their reports and for suggestions "as to what the Forty-second Congress can do, practically, to advance and enlarge the present average standard of Common School Education, and secure its advantages to all the children of all the States and Territories." This is certainly a mark of progress.

STATE ASSOCIATION.

PREPARATION FOR NEXT MEETING.

THE Executive Committee of the State Teachers' Association, Rev. A. R. Horne, of Williamsport, chairman, met at the rooms of the School Department, at Harrisburg, Dec. 28th. A committee appointed by the Teachers' Institute of Philadelphia, James F. C. Sickel, Esq., chairman, attended the meeting by invitation. In the absence of the State Superintendent on official business, Deputy Superintendent Houck, President of the State Association for the current year, received the committees, and, by request, took part in their deliberations.

The proceedings of the committees not having reached us in an official form, we extract the following statement of what was done, from a Harrisburg letter to the *Philadelphia Post:*

"It was decided to commence the annual meeting on Tuesday, August 20, continuing on the 21st and 22d, and ending on Friday, 23d, by a grand excursion to the seashore. A meeting in the park is also projected. The time was fixed at a date later than usual, for the accommodation of city teachers, who will be gathering again in the city toward the close of the vacation, yet allowing a week after the meeting for those from the interior, who can stay, to see more of the great city than they possibly could in one week. No doubt they will be astonished to find that so large a proportion of Philadelphians have seen but little of the very numerous objects of interest, from æsthetic, historical and industrial points of view, and the public, and other institutions, that Philadelphia contains. It is to be hoped that the city teachers, and others interested, may, by August next, qualify themselves to act as guides and cicerones.

"The State Superintendent's proposed 'new departure' was considered, and probably the Executive Committee may adopt the suggestions, and to some extent incorporate in their programme the feature of departments, appropriating time for the consideration of the special interests of universities and colleges, and the subject of a State university, of city, county and sectional superintendency of common, graded and high schools, and other suitable subjects and departments.

"It was decided to include in the programme matters in which Philadelphia stands in an anomalous position with reference to other American cities, and therefore especially interesting to Philadelphia councils, school officers and teachers, and to Philadelphians at large; among them city and sectional superintendency, co-education of sexes, separation of school fund in the treasury, and consolidation of schools in one building. On the last point, Philadelphia, with three principals of the same grade in one building, is perhaps only outdone by Harrisburg, which has, in each of at least two different buildings, *five* principals and only one assistant teacher.

"The committee from the Teachers' Institute, above named, was appointed by the Executive Committee to be a General Local Committee, 'to make the necessary local arrangements for the meeting of the association,' per the by-laws."

The Local Committee is to be aided by nine special committees, the names and chairmen of which are as follows:

1. Finance—D. Wesley Bartine, A. M., Central High School, chairman.
2. Place of Meeting—Peter A. B. Weidner, Esq., City Treasurer, chairman.
3. Invitation—Edward Shippen, Esq., Ex-President of the Board of Education, chairman.
4. Hotels—A. McFarlane, A. M., Principal Monroe Grammar School, chairman.
5. Private Boarding Houses—Mrs. Mary A. McManus, Principal Mount Vernon Grammar School, chairman.
6. Reception of Members and Visitors—J. Morton Thomas, A. M., Principal Penn Grammar School, chairman.
7. Musical Entertainment—Prof. George Stuart, A. M., Central High School, chairman.
8. Reporting Proceedings—Dr. Franklin Taylor, *Press* office, chairman.
9. Excursions—George F. Gordon, Esq., chairman.

These proceedings evidently point to a grand meeting at Philadelphia.

A PARDON REFUSED.

GOVERNOR GEARY has refused to remit the fines imposed by the Court upon John A. McGraw and George McGraw who recently plead guilty to assault and battery upon John M. Conroy, Principal of the Fifth Ward public schools of the city of Allegheny. In so doing, he has administered a rebuke to ruffianism and proven himself the friend of sound school discipline.

The case was this: Mr. Conroy had occasion for some bad conduct to suspend from school George McGraw, a boy eighteen or nineteen years of age. The boy had been previously suspended twice, but on promise of good conduct was allowed to return to school, but this time Mr. Conroy refused to take him back. His mother became very angry at this refusal and threatened that she would have the boy re-instated in spite of the teacher. Her visit to the school was in the forenoon. At noon, the same day, after Mr. Conroy returned to his own house for dinner, the boy who had been suspended and an older brother, went to the house, rang the bell, and upon Mr. Conroy's coming to the door, the older McGraw struck him in the face with iron knuckles, breaking one of the bones. The two then dragged him out of the house and kicked and abused him so that he was unable to go to his school for two weeks. For these acts, on a charge for assault and battery, the older brother was sentenced to pay costs and a fine of $200; and the younger brother to pay costs and a fine of $250.

A strong effort was made to induce the Governor to remit these fines; but he not only refused to do it, but said "if he had been the judge he would have made them much heavier." Perhaps the Governor remembers that he, too, was once a schoolmaster.

CHESTER SPRINGS SOLDIERS' ORPHANS.

A VISIT TO READING, BETHLEHEM, ALLENTOWN AND POTTSVILLE.

THE *Times and Dispatch*, of Reading, gives the following account of a recent visit to that city of the soldiers' orphans connected with the Chester Springs school:

"One hundred and fifteen pupils of the Chester Springs Soldiers' Orphan School arrived in this city in the 10:20 train yesterday morning, and were met at the lower depot by the members of McLean Post, No. 16, G. A. R., and escorted to the Grand Army Hall, Fourth and Penn streets, where they were briefly but cordially welcomed by Col. Geo. W. Durell, Commander of the Post. Prof. W. E. Caveney, principal of the school, replied on behalf of the pupils, thanking the members of the Post for the hearty reception they had met with. The pupils were then taken in charge by the ladies and gentlemen who had so kindly volunteered to make them their guests during their stay in Reading.

"Fifty-four of the pupils are girls and sixty-one boys. Their ages range from 8 to 15 years. The girls are clothed in dark wine-colored dresses, and wear water-proof cloaks and Red Riding Hood caps. The boys wear dark blue cloth pants and jackets, circulars of the same material and color, and blue fatigue caps. They are bright, healthy-looking boys and girls, make an exceedingly neat appearance, and attracted universal attention on their march to the hall. The band consists of twelve members, pupils of the school, and is led by Master Jeremiah March. They play very well and their music was much admired.

"A matinee was given at the Keystone Opera House in the afternoon, which was largely attended by the little folks of the city, who were delighted with the entertainment. In the evening the hall was crowded, and the entertainment, which consisted of vocal and instrumental music, recitations, dialogues, declamations, &c., gave the utmost satisfaction. All the performers received hearty encores, and there was general regret expressed when the exercises closed. The pupils showed thorough training and discipline, and there was not one of the performers who was not proficient in his or her part. To show how liberally the entertainments were patronized during the afternoon and evening, it is but necessary to state that the receipts amounted to over $220, the tickets being fixed at the low price of 25 and 35 cents each."

An editorial in the same paper does no more than justice to the school and the system of which it is a part. The editor says:

"One of the most pleasing incidents connected with this holiday season is the visit of the soldiers' orphans connected with the 'Home' and school at Chester Springs, Chester county. They arrived in town yesterday, and will remain the guests of our citizens until to-morrow. Many persons supposed these soldiers' orphan schools were mere pauper institutions, forgetting that the beneficiaries are in reality the honored wards of the Commonwealth—the cherished offspring of the gallant men who died that the nation might live, and who paid, with their heart's blood the price of their children's care and education. It is for the purpose of correcting all erroneous ideas in regard to these schools, that this visit is made. It was a matter of pride to observe that the youthful visitors appeared in their true character—as young gentlemen and ladies. They exhibit a more than ordinary share of intelligence, are neatly and comfortably clad in warm and tasteful uniforms—are healthy, bright-eyed, rosy-cheeked, happy-looking, and show that they are well cared for, physically, morally and mentally. Prof. Caveney, the principal of the school, and the lady teachers who accompany the orphans, have good reason to be proud of their interesting charges. The exhibitions given yesterday afternoon and evening, at the Keystone Opera House, were creditable in the highest degree, and the large audiences present on both occasions show how strong a hold these children of our fallen braves have upon

the popular heart. As the proceeds of the entertainments are to be devoted to the increase of their school library, all our citizens, who have not yet done so, should go and see them to-night, and contribute their share to this good object."

From Reading the orphans and their teachers went to Bethlehem, Allentown, and Pottsville, and at each place they were received with the same open hospitality, and their entertainment was repeated with the same success as at Reading. The editor of the *Miners' Journal* thus enthusiastically speaks of the entertainment and the orphans:

"To say that the children performed well, musically and otherwise, would not express the idea. They did splendidly in every part assigned them, and the vast audience were delighted from the rising to the going down of the curtain, and when the time of closing came, turned from the hall reluctantly. The fact that these were the orphan children of the noble patriots whose lives were sacrificed upon the altar of their country in the defense of the cherished institutions of our glorious republic, cre ated a sympathy for them in the heart of every man and woman present that was plainly mirrored on the face of the whole audience, and to-day we do not believe one person in Pottsville, who witnessed the performance of these children, could be found who would not say, 'God bless these children and the noble-hearted men and women who originated and carried to success the idea of establishing schools wherein the orphans of the nation's defenders may be brought to the standard which the children have already attained to.' What Pennsylvanian is not proud of these schools and these orphans?—these children who are being reared up to be good and useful men and women in the Republic which their fathers died to save for them?"

LANCASTER COUNTY.

A CONVENTION OF SCHOOL DIRECTORS.

THE School Directors of Lancaster county held a convention in the Court House, in Lancaster city, on Tuesday, January 9th.

The editor of the *Lancaster Inquirer* thus speaks of it:

"The convention, on Tuesday, was not a large one, nor do we expect its immediate results to be of great moment. It is, however, the beginning of a policy that must result in good to the schools, and infuse new spirit and life into the system.

"One could not fail to be struck with the earnestness and vigor with which those present took hold of the questions that came up for discussion. These questions were live ones, too, that are pressing upon the public mind for solution, and the convention seemed disposed to meet them in a thoughtful and courageous manner."

The questions discussed were the following:

1. "How can uniformity of text-books be secured?"
2. "How to secure a more regular attendance at school?"
3. "Shall the Scriptures be read in our public schools?"

The following resolutions relating to the first question were adopted:

Resolved, That this convention of directors recommend to each district board of directors that they appoint one of their number, and six from the city, as a committee to meet other gentlemen similarly appointed by the school boards of the county, who shall meet together and consult upon the propriety of adopting a uniform series of text-books for all the schools of our county.

Resolved, That the teachers of each school district shall name one teacher in their respective district who shall meet together with the above committee of directors, and act in an advisory capacity, and exercise their judgment along with the directors in endeavoring to effect a uniformity of text-books for the county.

The most important work done during the day was the passage of the following resolution, offered by John W. Jackson, Esq., of the city. If seconded in other counties, as it ought to be, there may be assembled at Harrisburg, during the coming summer, one of the most important conventions ever brought together in the State:

Resolved, That this convention respectfully recommend to the school directors of the several counties of this Commonwealth to hold conventions similar to this, or at their triennial conventions to elect county superintendents in May next, to appoint delegates to a State convention to take into consideration what legislation may be necessary to the further improvement of our school system; and also—as a convention is about to be called to amend the State Constitution—whether the subject does not require a more distinct recognition in that instrument than it has hitherto had.

The following resolution offered by Mr. A. Harris, of the city, was laid on the table, although it had strong advocates:

"That this convention petition the Pennsylvania Legislature in favor of the passage of a supplement to the school laws enforcing regular attendance upon all children of our State between certain ages."

A committee of correspondence was appointed with a view to the calling of another convention at an early day.

County Superintendent Evans addressed the convention; and the State Superintendent sent a despatch from Harrisburg regretting his inability to be present.

PHILADELPHIA.

A PROMISING MOVEMENT.

AT a meeting of the Board of Directors of the 22d Section, Philadelphia, held December 26th, 1871, the following resolutions were adopted:

Resolved, That Mr. Frederick F. Christine be appointed superintendent of this section, and that it

shall be his duty to visit the schools of the ward as often as he may find it consistent with his other duties.

Resolved, That it shall be his further duty, first, to suggest to the teachers in such schools any modification, or improvements, in the discipline of the schools, and in the mode of imparting instruction, which may occur to him; second, that he shall report to this board monthly the condition of the schools he may visit, together with recommendations and suggestions which he may have occasion to make.

Of this appointment, the *Germantown Daily Chronicle* remarks:

"Mr. F. F. Christine, now Superintendent of the Public Schools of the Twenty-second Section, has, for a long time, been Principal of the Rittenhouse Boys' Grammar School, which he has governed with singular ability and intelligence, and made it one of the best schools in the city. He has also had charge of the largest night school in Philadelphia, and is recognized as a man naturally adapted to the profession for which he has been educated. His course of study is thoroughly systematical, and, in the analytical branch of studies, he is peculiarly successful. Thus the scholars under his charge are thoroughly *grounded* in whatever studies they undertake, and, if they are not able to finish the course at the public schools, they are at least prepared for future private study."

And may *we* not take this occasion to commend the enlightened policy of this action taken by the Board of Directors of the 22d Section? It is scarcely possible that its good fruits will not at once appear in an improved condition of the schools. Indeed, we confidently expect its beneficial effects to be such that other school sections will speedily follow the good example set them.

The school system of Philadelphia has been sorely crippled for want of close and critical supervision. Let this plan adopted by the 22d Section be extended, as we think it will be, to the whole city, and Philadelphia will have a system of supervision far more effective than that of any other city in the Union—a system that will give her schools new life and an efficiency now scarcely dreamed of by their best friends. Twenty-nine such men as Mr. Christine acting as superintendents, with a competent chief at their head, would do a grand work for the future of Philadelphia in making efficient the means of instructing her children.

A CONFERENCE was held a short time since at the rooms of the Board of Education in Philadelphia, between the board and the Philadelphia delegation to the State Legislature, in reference to the propriety of introducing a system of compulsory education. Edward Armstrong, Esq., a member of the board, presided, and made an address strongly advocating the introduction of the compulsory feature in the school system of the city. He was followed in remarks by Messrs. Steinmetz, McBride and Green, of the board, and Messrs, Hancock and McGowan, members of the Legislature. No positive conclusion seems to have been arrived at.

CARRIER SEMINARY.—This institution is located at Clarion, Pa. We have spoken of it in former numbers. A correspondent sends us the following additional items:

The number of students in attendance during the fall term was 75 in the seminary classes, and quite a large number of normal students. Addresses were delivered to the students during the term by Hon. J. P. Wickersham, Hon. J. G. Gordon and others.

The winter session opened Nov. 30th with a large increase of students. In addition to their present commodious buildings, the trustees expect to erect during the coming summer a large boarding hall for the accommodation of students.

The Faculty is composed of able and experienced teachers. Judson J. Steadman, A. M., is the Principal, and is proving himself to be the "right man in the right place."

Great interest is felt by the friends of the school and the people generally in the project of securing recognition as a State Normal School.

PERSONAL.

FRANK LAMSON, ESQ., of Erie county, recently deceased, late a member of the Middleboro school board, at his death, left $2000 to be applied in the erection of a school building in that village. He also left a perpetual fund to be used in employing competent teachers for the school.

G. W. LLOYD, County Superintendent of Common Schools of Juniata county, was the recipient of a valuable silver watch from the teachers of the county, at the close of the late institute.

SUPERINTENDENT D. F. TUSSEY, of Huntingdon, received from the teachers of his county, at the recent institute, a valuable silver watch, as a token of their esteem. Last year he received a handsomely bound Bible.

SUPERINTENDENTS HOLLAND of Blair, and FEE of Washington, each recently received a handsome gold watch from the teachers of their counties.

THE TEACHERS of Crawford county, at the late Institute, presented their Superintendent, H. D. Persons, an elegant silver cake basket.

ONE of the handsomest gold watches we have seen for some time is that presented to Rev. A. L. Guss, Principal of the Cassville Soldiers' Orphan School, by the "sixteeners" who attended the recent anniversary of his school.

CHARLES G. BARKLEY, Esq., County Superintendent of Columbia county is Acting Principal of the State Normal School at Bloomsburg.

OBITUARY.

ON Tuesday, December 26, 1871, J. W. Dickerson, Esq., breathed his last, after a lingering illness of two or three years, at the Mengel House, in Bedford.

Mr. Dickerson was a native of Pike county in this State. He came to the Normal School at Millersville, a rough country boy, in the year 1856 or 1857. He soon gave evidence of talents of a high order, and by making sacrifices that few could or would have made, he graduated with honor, in the scientific course, two or three years later. He took charge of the public schools of Bedford as principal in 1859, and in 1863 was elected County Superintendent of the county. In both of these positions he acquitted himself with great credit. At the close of his term, he was admitted to the bar, and engaged in the practice of the law. He held the position of Attorney for the County Commissioners and also for the Directors of the Poor. Last fall he was elected a member of the Legislature, but unfortunately did not live to take his seat in that body. Had he done so, he would have been one of the ablest and most useful members. He was a fine writer, a good speaker; and "in him," says the *Bedford Inquirer*, "the community loses a good citizen, and a fair-minded, honest, upright man."

OFFICIAL DEPARTMENT.

DEPARTMENT OF COMMON SCHOOLS,
HARRISBURG, Feb., 1872.

COUNTY SUPERINTENDENT COMMISSIONED.

BYRON SUTHERLAND was commissioned County Superintendent of Warren county, in place of William M. Lindsey, Esq., resigned. The P. O. address of Mr. Sutherland is Columbus, Warren county.

THANKS.

THE State Superintendent desires to return his thanks to the press of the State for the kind manner in which his reports, both the one in relation to common schools and the one in relation to orphan schools, have been noticed and commented on. Never before in the history of the State has judicious effort in behalf of the education of our children been met with so much favor. The terrible truth is at last beginning to be realized by our people that, as a nation we "must either educate or perish."

SALARY INCREASED.

AT a convention of school directors, held at McConnellsburg, the salary of Hiram Winters, Esq., County Superintendent, was increased from $500 to $1,000.

STATISTICS OF ORPHAN SCHOOLS.

THE following are some of the most generally interesting facts contained in the Superintendent's late report:

COMPREHENSIVE SUMMARY.

Number of institutions in which there are soldiers' orphans	39
Number of orphans in schools and homes, May 31, 1871	3,607
Number of orders of admission issued since May 31, 1871	418
Number of discharges since May 31, '71	150
Number of orphans in charge of the State, Nov. 1, 1871	3,660
Number of orders of admission issued since system went into operation	6,907
Number of orphans admitted since system went into operation	5,979
Number of applications (children under eight years of age) now on file	107

Probable number of orphans that will be cared for under the system	6,500
Cost of the system for the past year, about	$ 500,000 00
Whole cost of system since going into operation	2,992,298 34
Probable amount of future appropriations that will be needed	2,000,000 00

APPROPRIATIONS.

When made	Character.	Amount.
Mch 23, 1865	Regular	$ 75,000 00
Aprl 11, 1866	Regular	300,000 00
Aprl 11, 1867	Regular	350,000 00
Feb 25, 1868	Deficit	31,069 77
Feb 25, 1868	Deficit	141,561 69
Aprl 11, 1868	Regular	400,000 00
Mch 13, 1869	Deficit	50,000 00
Aprl 14, 1869	Damages, Orangeville	5,000 00
Aprl 16, 1869	Regular	450,000 00
Mch 31, 1870	Deficit	44,968 88
Mch 31, 1870	Deficit	44,700 00
Aprl 6, 1870	Regular	520,000 00
May 27, 1871	Damages, Orangeville	5,000 00
May 27, 1871	Damages, Jacksonville	5,000 00
May 27, 1871	Regular	520,000 00
Am't of appropriations by the State		$2,942,298 34

DONATIONS.

When made.	By whom.	Amount.
May 6, 1864	Pennsylvania R. R. comp'y	$50,000 00
June 5, 1865	Loyal Association of Penna, Washington, D. C.	85 06
June 5, 1865	A Philadelphia teacher	3 00
Amount of donations		$50,088 06
Total amount expended		$2,992,298 34

If to this grand sum be added the amounts donated by individuals directly to the schools and homes for the use of the orphans, it would swell the amount many thousands of dollars.

STATEMENT

Showing how many children will be discharged on age during the present and succeeding years, until the schools close, in 1882. The statement includes not only those children now in school, but those also under eight years of age, whose applications are on file.

	Discharges on age.
Years ending May 31, 1872	422
Years ending May 31, 1873	477
Years ending May 31, 1874	523
Years ending May 31, 1875	569
Years ending May 31, 1876	536
Years ending May 31, 1877	493
Years ending May 31, 1878	432
Years ending May 31, 1879	235
Years ending May 31, 1880	124
Years ending May 31, 1881	66
Years ending May 31, 1882	6
	3,883

The table given above has been compiled with a great deal of care, and is believed to be substantially correct. Of course the numbers given will be modified by discharges *by order*, deaths and admissions; but it is thought that these, taken together, will about balance each other, and that the numbers in the table indicate with sufficient accuracy, for all practical purposes, the annual shrinkage of the system.

STATEMENT.

Showing the progress and working of the system from its commencement.

	1865.	1866.	1867.	(6 m.) 1868.	1869.	1870.	1871.	Totals.
Accepted applications received	1,848	1,697	1,095	436	687	483	465	6,711
Orders issued	1,582	1,779	739	467	495	562	734	6,358
Admissions to school	1,242	1,575	630	513	549	544	648	5,701
Discharges on order	17	57	31	102	100	231	91	629
Discharges on age	.....	48	85	122	263	400	437	1,355
Deaths	4	13	12	10	17	15	20	91
Number in school at close of the year	1,226	2,681	3,180	3,431	3,631	3,529	3,607	.....

COST OF THE SYSTEM FOR THE YEAR ENDING MAY 31, 1871.

For education and maintenance of children in advanced schools, at $125 per annum	$336,149 53
For education and maintenance, including clothing, of children in primary schools, at $115 per annum	32,184 76
For education and maintenance, including clothing, of children in homes, &c., at $100 per annum	46,136 30
Total for education and maintenance	414,470 59
Total brought forward	414,470 59
For partial relief	600 00
For clothing children in advanced schools	83,667 07
For general expenses	10,300 00
Total expense of the system for the year	509,037 66
State appropriation	520,000 00
Total expenses of the system for the year	509,037 66
Balance of appropriation unexpended	10,962 34

ESTIMATES FOR THE YEAR 1873.

The appropriations which it is estimated will be necessary for the year ending May 31, 1873, are as follows:

For the education, maintenance, instruction and clothing of the children.....	$490,000 00
For the expenses of the Department and incidentals.....	10,000 00
Amount.....	500,000 00

PERMANENT CERTIFICATES GRANTED.

No	NAMES.	RESIDENCE.
824	John Kendall.....	Waynesburg, Greene co.
825	Thomas Holland.....	Swatara, Schuylkill "
826	Eli S. Reinhold.....	Mahanoy City, " "
827	Miss H. J. Nickle.....	Nickleville, Venango "
828	W. H. Markley.....	Wells' Tannery, Fulton
829	B. E. Kendig.....	Millersville, Lancaster co
830	Charles C. Wynkoop....	Willow Grove, Montg'ry
831	Miss J. E. Copeland.....	Pit Hole, Venango co.
832	George O. Cornelius.....	Kenzua, Warren "
833	H. S. Phillips.....	Uniontown, Fayette "
834	Crissie Wands.....	Danville, Montour "
835	Sophia C. Keller.....	Boalsburg, Centre "
836	John H. Imboden.....	Annville, Lebanon "
837	George Umbenhen.....	Myerstown, " "
838	Miss L. A. Slemmons...	Buffalo, Washington "
839	W. S. McFadden.....	W. Middlet'wn " "
840	Sallie H. McCalmont....	Candor, " "
841	John F. Barnett.....	Canonsburg, " "
842	Miss R. F. Turner.....	Washington, " "
843	T. R. H. Johnston.....	" " "
844	Joseph T. McGill.....	" " "
845	W. J. Wilson.....	" " "
846	Miss E. E. Warrick.....	" " "
847	George S. Wiley.....	Lisburn, York co.
848	D. K. Trimmer.....	York, " "
849	Martha A. Manifold.....	Fawn Grove "
850	Wm. Decker.....	Hublersburg, Centre co.
851	Amos Wheeler.....	Riceville, Crawford "
852	Clara Motzer.....	Lebanon, Lebanon "
853	Selina Abel.....	" " "

NOTES ON INSTITUTE CAMPAIGN.

POTTER.—The Institute was held during the week commencing October 17, 1871. The number of teachers enrolled, 137. Largest number of spectators present at one time, 300. The names of the instructors and lecturers are as follows: Mrs. Anna Randall Diehl, Prof. F. A. Allen, and Amos Stevens, of Philadelphia.

CRAWFORD.—The Institute for this county held its annual session at Hydetown, during the week commencing October 23. Nearly 200 teachers were present, and, probably, 300 spectators. The principal instructors and lecturers were: H. S. Jones, City Superintendent of Erie, Profs. J. A. Cooper, S. R. Thompson, Rev. H. P. Cutting, Col. C. W. Tyler, L. W. Thickstun, and Mrs. E. S. Logee.

CUMBERLAND.—Institute met at Carlisle, October 30. It was largely attended, and pronounced by many to have been the most successful Institute ever held in this county. The whole number of actual members was 201, and, at times, the audience numbered 800. Addresses and lectures were delivered by Profs. Mark Bailey, F. A. Allen, Edward Brooks, A. N. Raub, and S. R. Thompson.

BUTLER.—Institute was held in Butler during week commencing October 30. Number of teachers in attendance, 140; largest number of spectators present at one time, 800. President Miller, of Waynesburg College, Hon. L. Z. Mitchell, Dr. McMichael, Prof. Eli Conn, M. N. Green, and the State Superintendent delivered lectures and gave instructions.

VENANGO.—The Institute held its annual meeting at Rouseville, November 6th. Number of teachers present 145; average attendance of spectators about 300. The following persons gave lectures and instructions: Miss Flora T. Parsons, of Rochester, N. Y., Mrs. E. Stetson Logee, Rev. George P. Hays, and Prof. S. R. Thompson.

MONTGOMERY.—The annual session of the Institute was held at Norristown, November 6. The number enrolled was 222, and the audience at different times numbered probably 700 persons. We notice among the names of the instructors and lecturers the following: Hon. Henry C. Hickock, Alex. Reed, D. D., Wm. M. Breslin, Esq., editor of the *Lebanon Advertiser*, Prof. F. A. Allen, Jno. G. Moore, A. N. Raub, Henry Houck, Deputy Superintendent and Mrs. R. H. Shoemaker. We clip the following from the *National Defender:* The Institute which was in session in the Court House during last week, we are pleased to note, was better attended than any previous year, and this fact gives earnest, that if kept up, it will redound greatly to the benefit of both teacher and scholar. The lectures were all able, instructive and entertaining, and attended by select audiences."

JEFFERSON.—The annual Institute met in Brookville, November 6. Upward of 90 teachers were in attendance, and the average number of spectators was at least 500. Names of instructors and lecturers: Hon. J. P. Wickersham, Hon. W. P. Jenks, Hon. I. G. Gordon, Prof. J. J. Steadman, T. B. Galbraith, W. A. McLaughlin, T. M. Borland, J. K. Adams, J. M. Millen, and J. H. Hughes.

ERIE.—Institute was held at North East. Met November 6, and was largely attended by teachers and friends of education. 261 names were enrolled, and not less than 600 persons attended different sessions. Miss Emma Garfield, Prof. Cooper, and Superintendent H. S. Jones, of Erie City, were among the lecturers.

CLARION.—Annual meeting of Institute was held at the county seat, November 6. Number of names enrolled, 98. Largest number of spectators, 500. Hon. J. P. Wickersham, Hon. R. B. Brown, J. J. Steadman, G. L. Eberhart, R. E. McBride, A. J. Davis, A. Rittenhouse, O. E. Vail, C. S. Crooke, and the county superintendent, delivered lectures or gave instructions.

SULLIVAN.—Institute was held at Dushore, during week commencing November 6. Nearly all the teachers in the county were present, and the meeting gave general satisfaction. Instructions were given by Prof. Verrill, J. W. Barker, and the county superintendent.

SCHUYLKILL.—Institute commenced its sessions November 7. Number of teachers in attendance, 241. John S. Hart, LL.D., Rev. Alex. Reed, D.D., Rev. A. A. Willets, Benson J. Lossing, Dr. Franklin Taylor, Profs. Shoemaker, Brooks, and Rev. A. R. Horne, were present as lecturers or instructors.

The papers of Tamaqua, where the Institute was held, speak very highly of the meeting. The following is from the *Saturday Courier:*

"We have been particularly pleased with the exercises and management of the institute held in our borough, and would do injustice to our honest convictions, as well as to those of our people, if we pronounced it other than a grand success in every particular.

"To any one who has taken a careful survey of those who are 'teaching the young idea how to shoot,' and noticed the very efficient and business-like manner in which they conduct their County Institute, it is very evident that the cause of education in our county is in good hands. We have always looked upon our common school system, as the great bulwark of our nation's safety. The destiny of our republic is in the hands of the people, its rise or fall, its glory or its shame is alone in their power:

'From them must flow, its weal or wo,
Its anguish or its joy.'"

LANCASTER.—Institute held during week commencing November 13. The attendance was large, 462 teachers having been present. The meeting was considered one of the most successful yet held in this county. The names of instructors and lecturers are as follows: J. W. Nevin, D. D., Edward Brooks, A. R. Byerly, J. W. Shoemaker, J. W. Westlake, S. S. Haldeman, Thomas R. Baker, B. C. Unseld, I. S. Geist, M. Brosius, Rev. J. E. Smith, Amos Cline, Miss Flora T. Parsons, and the State Superintendent.

WAYNE.—The Annual Institute was held in Honesdale during week commencing November 20th. It was attended by about 200 teachers and the same number of spectators. O. H. Landreth, M. Brosius, C. Townsend, J. C. Brown, L. R. Fowler, W. Trim, A. Stevens, G. W. Butler and Miss Buckingham were the lecturers and instructors.

FRANKLIN.—The Institute met in Chambersburg November 27th. Number of actual members, 184. Profs. A. N. Raub, W. N. Hull, J. H. Shumaker, A. Sheely, Esq., and Rev. Little were present as instructors and lecturers.

MONROE.—Superintendent Fruttchey writes as follows: "The Institute closed December 1. Of 105 teachers actually engaged in teaching, 94 were in attendance. The work done was well done and was chiefly confined to the present wants of the schools." Hon. John B. Storm, Prof. C. W. Sanders, Revs. D. E. Schoedler and C. E. Van Allen, B. F. Morey, J. H. Bush, J. K. Andre, W. R. Van Vleit and Miss A. Cross, gave lectures on instruction.

CARBON.—Institute was held at Mauch Chunk, commencing its sessions November 27. Number enrolled, 74. Largest number of spectators present at one time, 309. Instructors and lecturers, Prof. E. H, Barlow, Rev. N. C. Schaeffer, Superintendent B. F. Patterson, of Pottsville, R. Knecht, B. W. Lacey, J. E. Lauer, and L. L. Book.

CAMERON.—Institute met in Emporium, November 28. Number of actual members in attendance, 72. Lecturers and instructors, Miss Flora T. Parsons, Rochester, N. Y., S. M. Hewlett, Esq., and Prof. S. R. Thompson.

WARREN.—Institute was held at Columbus, November 28. Number of teachers enrolled, 124. Names of lecturers, Rev. Crawford Nightingale, Superintendent H. S. Jones, Profs. Cooper and J. N. Hantz.

MIFFLIN.—Institute was held at Lewistown, during week commencing November 28. Number of actual members enrolled, 120. Largest number of spectators present at one time, 400. Names of lecturers and instructors, Profs. F. A. Allen and John G. Moore, C. J. Armes, Esq., Henry Houck, and Miss Mary C. Judson.

CLINTON.—Institute was held in Lock Haven during week commencing December 5. Owing to the prevalence of small-pox, the attendance of the teachers was not as large as last year, but the evening meetings were very well attended. Henry Houck, of the school department, A. D. Rowe, former county superintendent, Prof. Hageman and the county superintendent conducted the exercises.

CAMBRIA.—Institute met at Ebensburg, December 18. The county superintendent gives a very gratifying report: "Eighty actual teachers collected on the top of the Alleghenies, with the mercury at 16 degrees below zero. Institute a perfect success." Lecturers and instructors, Andrew Burtt, S. B. McCormick, Geo. W. Cope, George Marsden, George W. Phillippi, John Peckman, S. P. Ake, Rev. O. H. Miller and the county superintendent.

JUNIATA.—Institute was held at the county seat, December 18. Owing to reports of small-pox, not unfounded, there was a slight decrease in the attendance of teachers, but everything passed off very pleasantly. We were assisted by Miss Flora T. Parsons of Rochester, N. Y., Henry Houck, Deputy Superintendent, and Prof. Silas Wright.

NORTHUMBERLAND.—The Institute for this county was held in Sunbury, during week commencing December 18. Whole number of actual members, 137. Lecturers and instructors, Profs. A. N. Raub, E. H. Barlow, and D. S. Boyer, Rev. D. C. John, Rev. A. H. Boyle, A. D. Rowe and G. G. Miller.

LYCOMING.—Institute met in Hughesville, December 18. The Institute was never better attended by the teachers from the county; but, owing to the absence of the Williamsport teachers, there was a decrease in the attendance, as compared with last year. Great interest was manifested by the people of the town and vicinity in which the meeting was held. The house was well filled during the day, and crowded every evening. Mrs. Anna Randall Diehl, Prof. Westlake, Rev. A. R. Horne, E. B. Parker, F. F. Gahan, George A. Dodd, and Wm. E. Crawford, were present as instructors and lecturers.

UNION.—Institute was held during week commencing December 18. Number of actual members, 73. Instructors and lecturers, Hon. E. E. White, of Ohio, and Messrs. Denlinger, Kramer, Burrowes, and Dr. Miller.

BEAVER.—The Institute held its annual meeting at Rochester, December 18. "The attendance was not so large as at previous meetings, from the fact that the small-pox had been raging to a greater or less extent for some time. The Institute was, however, a very good one, and we feel confident that it accomplished a great amount of good. The following named persons conducted the exercises: Messrs. J. A. Cooper, M'Lean, Taylor, Fields, Luckey, McGregor and Revs. Locke and Breckinridge."

LEHIGH.—The Institute met in Allentown, Dec. 18. The number of actual members was 271, and the evening meetings were well attended by the public. The exercises were of a highly interesting character, and never was an institute held in the county with which the teachers were better satisfied, The names of some of those who assisted are as follows: Rev. Dr. Muhlenberg, Rev. J. Fahs and Rev. S. K. Probst; also, Deputy Superintendent Houck, R. A.

Lyttle, G. P. Bates, J. P. Rowland, P. B. Bender, B. C. Snyder, John D. Hill, Wm. T. Morris, G. H. Heffner, A. R. Krout, R. Clay Hammersly and Elias Schneider.

CENTRE.—Institute was in session during the holiday week. The number enrolled, 210, a decrease since last year of about 2.). This was owing to reports of small-pox prevailing in Bellefonte. The meeting was pleasant and profitable. Names of instructors and lecturers are as follows: Prof. J. W. Shoemaker, Mrs. R. H. Shoemaker, J. S. Roberts, Dr. Kirk, Rev. James Calder of the Agricultural College, and Rev. James Mullen. We especially like the prominence given to purely professional instruction at this Institute.

PERRY.—Institute met at the county seat December 25th. Whole number of actual members 125. Evening lectures very well attended. The exercises on Directors' day proved exceedingly interesting. Judge Junkin, a member of the Bloomfield board, and other directors, took a very active part. Instructors and lecturers—Deputy Supt. Houck, Prof. Chas. H. Harding, C. A. Wiley, H. B. Zimmerman, W. E. Baker, Dr. McKeehan and the county superintendent.

HUNTINGDON.—Institute was held in Huntingdon during holiday week. 134 actual members. Names of instructors, J. H. Shoemaker, and R. M. McNeal. A very active part was taken by the teachers in this county. A very full and interesting report of the Institute was given by R. McDivitt, formerly county superintendent.

WESTMORELAND.—The county superintendent writes: "Our County Institute, which convened in Greensburg on the 25th, was a success. 200 teachers were in attendance. The degree of popular interest manifested has never been equaled at any similar meeting in this county." Names of those who lectured or gave instructions: President Miller, of Waynesburg College, Prof. James Thompson, of Pittsburgh, Hon. James N. Hunter, Prof. W. H. McCreary, J. W. Bell, M. D., and Frank Cowan, M. D.

COLUMBIA.—Institute convened at Bloomsburg, December 25; 116 teachers in attendance. Largest number of spectators present at one time, 350. There were present as lecturers and instructors the following named persons: Miss Flora T. Parsons, Rev. John Hewitt, H. D. Walker, Wm. Burgess, Edwin A. McMath, George E. Elwell, J. W. Niles, and the county superintendent.

FULTON.—The annual Institute was held at McConnellsburg, during the week commencing December 25. Fifty teachers were in attendance. Instructors and lecturers, J. W. Mellott, F. G. Mills, H. H. Woodall, W. Scott Alexander, and Mrs. E. S. Logee.

GREENE.—Institute for this county commenced at Waynesburg, December 25. Number of actual members, 172. Largest number of spectators present at one time, 500. Exercises very interesting and instructive. Lecturers and instructors, Hon. J. J. Purman, Prof. F. A. Allen, W. N. Hull, F. H. Crago, B. B. Larkin, and Rev. R. J. White.

NORTHAMPTON.—The accounts received of the Institute for this county, held at Bethlehem, during week commencing December 25, are gratifying in the extreme. It is true that the report of small-pox in Bethlehem kept quite a number away, and yet the number enrolled was 208. The work done by the Institute seems to have been of a very practical professional character. The principal lecturers and instructors were the following, viz.: Rev. Dr. Alexander Reed, of Philadelphia; Dr. Cattell, and Profs. Coffin, Barlow and Edgar, of Lafayette College; Prof. Ellas Schneider, of Lewistown, Pa.; Prof. D. E. Schœdler, of Broadheadsville, Pa.; Prof. C. E. Kummer, Revs. Isaac K. Loos, D. F. Brendle and G. S. Broadbent, of Bethlehem; Prof. F. P. Bender, of Weaversville, Pa.; Superintendents Buehrle, of Allentown, and Hofford, of Carbon county. The professional teachers of the county manifested even more than their usual zeal in the discussion of the several topics.

WASHINGTON.—The County Institute commenced on Christmas, and closed the following Friday. The principal instructors were, Hon. E. E. White, of Ohio, Rev. Bittinger and Dr. Franklin Taylor. Very able lectures were delivered by Rev. George P. Hays, Hon. E. E. White, Prof. C. L. Loos and Prof. Chas. E. Ehrenfeld, principal of the normal school at California. This Institute made a very favorable impression.

SNYDER.—The Institute was held at Selinsgrove. Number of actual members, 93; nearly all the teachers present. Largest number of spectators present at one time, 250. Names of instructors and lecturers: Rev. Dr. Ziegler, Rev. W. A. Haas, Dr. P. R. Wagenseller, Prof. D. L. Boyer, A. H. Brown, Dr. A. M. Pfahler, Saul Shipman, County Superintendent of Northumberland County, Prof. Anspach, Col. A. C. Simpson and the county superintendent.

SOMERSET.—Institute met at the county seat December 26. Whole number of actual members 130. Largest number of spectators present at one time, 500. Instructors and lecturers as follows: Hon. J. P. Wickersham, Prof. Ehrenfeld, of the South-western Normal School, Rev. Joseph Waugh, and quite a number of the teachers of the county.

MONTOUR.—Institute was held at Danville during the week commencing December 26. 58 teachers were present; largest number of spectators present at one time 200. Lectures and instructions were given by Profs. Verrill, Amerman and Schneider.

ARMSTRONG.—The annual Institute was held at Kittanning, commencing on New Year's day. The attendance was quite good. Number of actual members, 160. Largest number of spectators present at one time, 300. The following named persons were present as lecturers and instructors: Prof. Mark Bailey, Prof. F. A. Allen, Rev. H. Mackey, Rev. L. Kimmel, S. M. Drumm, E. S. Gold, Esq., Rev. J. K. Slease and M. L. Thornhurst.

BLAIR.—The County Institute which convened at Martinsburg during the first week in January was well attended at every session. The exercises were eminently practical, interesting and instructive. The lectures and instructions were given by the following persons: Rev. Lucian Cort, Rev. J. H. Sykes, D. S. Brumbaugh, W. A. B. Satterfield, Francis Cassidy, L. B. Crumbaker, J. H. Stephens, J. E. Stewart, W. H. Schwartz, G. W. Holland, J. A. Boyce and G. B. Smith.

ITEMS FROM LATE REPORTS.

BEDFORD.—Music is one of the regular studies in the Bedford borough union schools; the pupils, assisted by the board, have provided a fine $200 organ for the chapel.

BUCKS.—District Institutes are held in Falls, Warrington, Springfield, Solebury, Upper Wakefield, Rockhill, Milford, Tinicum, Richland and Northampton townships, and Doylestown, New Hope and

Bristol boroughs. Most of them are conducted with considerable ability and zeal.

CENTRE.—Considerable trouble has been experienced this season in getting all the schools started. The Superintendent has been compelled to hold special examinations at his office every Saturday since the close of the regular examinations, and to license, under the circumstances, some who would not have received certificates, if directors had taken the proper steps in time to secure a sufficient number of *good* teachers, by proper remuneration and a longer school term.

CHESTER.—The district institute of West Vincent, which was recently organized, is doing a good work. The county superintendent attended the last meeting and delivered a short address. This district, though a few years since one of the most backward in the county, is now among the foremost. Good teachers are scarce, and will soon be fewer still, if many more are allowed to leave the county on account of low salaries. Dr. F. Taylor and Prof. F. A. Allen are assisting the county superintendent in holding a series of local institutes throughout the county. Assistance is expected also from Profs. E. H. Cook, S. A. Potter, Dr. Cattell, Dr. Willits, Rev. H. W. Warren, Henry Houck, Esq., and others. The West Chester normal school is in a flourishing condition. Prof. Cook is decidedly the right man for the principalship. Franklin township has recently supplied her schools with text-books of the most approved kinds. The late report of Miss S. W. Starkweather, principal of the West Chester public schools, is an able document. The schools are in a better condition than ever before.

DELAWARE.—Mr. Jas. Sweeney, of the Leiperville grammar school, gave an entertainment on Thanksgiving day, for the patrons and children of his school. The music and the speeches were very good. The teacher, liberally assisted by the friends and patrons of the school, has procured an excellent organ for the school-room.

JEFFERSON.—The schools that have been visited are all doing very well. The attendance is from sixty to ninety per cent., being an improvement in attendance of from ten to twenty-five per cent. Teachers are generally giving good satisfaction, and the interest in the schools, both on the part of parents and pupils, is increasing very much. Many little hearts have been made glad and encouraged since last winter by the kind acts of the directors in supplying them with good, comfortable, new school-houses, in place of the miserable hovels they occupied last winter. About 600 pupils have thus been accommodated in the thirteen new school houses which have been erected during the past year.

LEBANON.—Institutes and educational meetings have been held recently in each of the following districts, viz.: Londonderry, Bethel, Union and Jackson. Teachers, directors and citizens have taken an active interest in these meetings.

LYCOMING.—In the month of November, it was the County Superintendent's privilege to be one of the number comprising the grand inquest for the county of Lycoming; and while in the discharge of this duty he was more than ever convinced, that to suffer the young to grow up in ignorance costs the public more in the end than to give them a liberal education. Fifteen, or a little more than one-half, of all the indictments submitted, were cases of assault and battery, which cost the county not less than one thousand dollars, and still they are the same uneducated, lawless people as before, ready at any future time to repeat the violation of their country's laws. It is not unreasonable to suppose that if this sum of money had been judiciously expended at the proper time for their early training the most of them would be civil and intelligent citizens; and instead of being a constant drain on the public treasury, would be a source of revenue to it. The hypothesis that intellectual development is a means of preserving the peace and dignity of the Commonwealth in a republic, is universally demonstrated in our courts.

MIFFLIN.—All the schools in the county have been visited once and most of them are doing very well. The highest attendance attained is 94 per cent., the lowest 50. The average in the county is about 70. One school has been closed on account of the failure on the part of the teacher to govern. More than one-fifth of the teachers in the county are teaching their first terms. Some of them are quite young, yet age does not always ensure success, since the youngest engaged is succeeding quite well and giving good satisfaction, while the success of the oldest is very moderate and he is respected more on account of age than for his work.

MONTOUR.—The directors of Danville are about contracting for the erection of a new school building, which is to be 100 feet by 86 feet, two stories, four rooms on each floor, and to cost $23,000.

NORTHAMPTON.—Weaversville Academy, in charge of Prof. F. P. Bender, is doing a noble work in preparing young men and women for teaching. The principal is assisted by Messrs. Andres and Henninger, both of whom are State Normal School graduates, and are live teachers. Weaversville Academy is finely located and furnished for boarding school purposes, and is richly deserving of liberal patronage. Miss Mary Johnston's select school, at Freemansburg, Miss Alice Kern's, at Bath, and Mr. R. H. Beck's, at Hecktown, are each doing a good work.

SCRANTON.—The City Superintendent seems to be "abounding in good works." He spends each Monday, Wednesday and Friday with nine classes composed of pupils from the high and grammar schools, devoting half an hour to each class. On each Tuesday afternoon one hour is devoted to elocution, in the high school. On Thursday afternoon, one hour is devoted to vocal music, in the high and grammar schools. He visits regularly each school of the city, and devotes four hours each week to the evening schools, and attends two district Institutes each month. These Institutes are regularly attended by the entire teaching force of the city, being 49 teachers. The schools closed before the holiday vacation with an exhibition of the high and senior grammar schools. The exercises, which consisted of dialogues, recitations, declamations, compositions and vocal music, were listened to with marked approbation by many of the citizens.

SOMERSET.—The newly formed district of Dale city has opened its schools, three in number, under the supervision of W. C. Koontz, Esq., an able and wide-awake teacher, and these schools are doing well. The directors of Greenville district have erected a good school building. The citizens interested deserve praise for liberal subscriptions in addition to their school-tax.

TIOGA.—At the late session of the Teachers' Institute a committee, consisting of Profs. Verrill and Allen, and Miss Sate Lewis, was appointed to make arrangements for organizing a Teachers' Association. A meeting was called at Lawrenceville Nov. 22. Prof. Verrill was chosen President. Prof. B. W.

Barker, of Buffalo, delivered an excellent address upon "Learned and Unlearned Fools." The association will meet quarterly. Much good is expected from these quarterly meetings of the teachers.

VENANGO.—A two-story school-house for a graded school has been erected on the Rynd Farm. A school-house unsurpassed in the county for neatness and beauty has lately been erected on the Tyrrel Farm, Allegheny township, at a cost of about $1,500. It is 26 by 36 feet, 14 feet ceiling, white, hard finished walls, wainscoted to the windows; the wood-work of beautiful chestnut oiled and ornamented with walnut moulding; windows large, with sash hung on pulleys. The outside of the house is blocked and sanded and presents a very neat appearance. Patent furniture also is used. The lot embraces one acre.

WASHINGTON.—A very large and interesting educational meeting was held in Paris, Hanover township, Nov. 17th and 18th. J. R. Braddock, Esq., deserves the thanks of the community for his earnest and well-directed efforts on this occasion. Addresses were delivered by Revs. Graham and Campbell; also by J. R. Braddock and the county superintendent. A number of first class houses have been erected and supplied with the best furniture.

YORK BORO'.—Total number of pupils enrolled, 1,808; average, 1,473; percentage, 82. Absent from sickness, 382; present every day, 438.

BOOK NOTICES.

CATHCART'S YOUTH'S SPEAKER. *Selections in Prose, Poetry, and Dialogues, suited to the capacities of Youth, and intended for the Exhibition-Day requirements of Common Schools and Academies. With many new and original pieces. By G. R. Cathcart, A. M.* 75 *cents. New York: Ivison, Blakeman, Taylor & Co.* 1872.

These selections are short, the prose pieces averaging a page, and the poetical extracts still shorter. Nearly everything found here has been written within the past quarter of a century. Dickens, Webster, Sumner, Everett, Beecher, Greeley, Boutwell, Seward, and other writers and speakers of our own day, are laid under contribution for the prose department; and the same principle of selection has been observed in the department of poetry which contains, we think, more sprightly pieces than can be found anywhere else in the same number of pages. The dialogues toward the end of the book are also well chosen, or well adapted, from the original works in which they are found. The book is printed in large type, on good paper, and bound in attractive style, with side-title. M.

SWINTON'S WORD-ANALYSIS.—*A Word-Analysis of English Derivative Words, with practical exercises in spelling, analyzing, defining, synonyms, and the use of words. By Wm. Swinton, A. M., Professor of English Language, University of California, and author of "Condensed History of U. S.," etc. Pp.:* 128. *Price for examination,* 25 *cents. New York: Ivison, Blakeman, Taylor & Co.*

A work whose design is to aid the student in securing a better vocabulary; that would encourage him to dissect the word he uses, in so far as that may be possible, and thus possess himself of its heart-wealth, whether it be new and strange or old and familiar. The dictionary is a great treasure-house of "nuts," contributed from all ages and many lands—fallen, we may say, from the tree of knowledge; in one sense, at least, from the tree of life—and he is the happy student who has learned how to handle the etymological nut-cracker. Here comes into play the benefit derived from the study of other languages—say the Latin and Greek—in addition to our own. Mr. Swinton's book, though it may be valuable almost anywhere, will be most useful to the pupil who has studied these languages, as it will enable him to apply, [illegible]atic derivation, the knowledge he already possesses. It is divided into three parts, the first treating of English primatives and their derivatives, the second of Latin primatives and their derivatives, and the third of Greek, with chapters on English synonyms, geographical derivatives, etc. M.

ELEMENTS OF PLANE GEOMETRY. *Part I. With an Appendix in Mensuration. By Thomas Hunter, A. M., President of the Normal College of New York. Small* 12*mo. Pp.:* 132. *New York: Harper & Brothers.*

A modest little book with solid worth to recommend it. The pupil can put it into his side-pocket, and yet obtain from it more than most pupils do from their large text-books that, in the scales, weigh ten times as much. It embraces the ordinary five "books," which include the geometry of lines, angles and plane figures, and seemingly exhausts the most important department of geometrical study. It contains also many test examples of practical value, and an appendix on mensuration which brings the student's knowledge of geometry to bear upon the arithmetic he has previously studied. That elementary geometry is not more generally taught in the schools is a matter of surprise to such as know how easy and interesting this branch of study may be made. M.

THE SONG ECHO.—*By H. S. Perkins. New York: J. S. Peters, Publisher.* 1871.

This is quite a large volume of copy-right songs, duets, trios, and sacred pieces, suitable for public schools, juvenile classes, home singing, etc. It has been designed for children, but those of a larger growth will find many selections that should be favorites with all who are susceptible to the beautiful in sentiment as well as the pleasing in sound. The author has taken great pains with his collection. The first forty pages are devoted to elementary instruction and rounds, and the book closes with a cantata for children. It is neatly gotten up, strongly bound in boards, and sold at the cheap price of 75 cents.

THE METRIC SYSTEM, *Considered with Reference to its Introduction into the United States. By Charles Davies, LL. D. Pp.:* 327. *New York: A. S. Barnes & Co. From A. P. Flint,* 828 *Chestnut street, Philadelphia.*

It may not be generally known that the Metric System of Weights and Measures has been approved by Congress, and that any merchant or tradesman may legally keep his accounts and render his bills

according to this system, should he choose to do so. Professor Davies brings together into this book a full statement of what the system is, and what the advantages and the disadvantages that would probably result from its general adoption in this country. The report of the Congressional committee is given at length, together with the able report of John Quincy Adams, and the lecture of Sir John Herschel upon "the pendulum, the yard and the metre regarded as a standard." The teacher who is interested in this new system and would know more of it, will find this the book he needs. M.

THE WONDERS OF VEGETATION.—*From the French of Fulgence Marion. Edited with numerous Additions by Scheele De Vere, LL. D., of the University of Virginia, Author of "Studies in English," etc. With 61 Illustrations. 12mo. Pp. 283. New York: Chas. Scribner & Co.* 1872.

The Illustrated Library of Wonders, in course of publication by Messrs. Scribner & Co., promises to be a library in fact as well as in name. The profusely illustrated volume whose title is given above, from its beautifully printed page of soft creamy tint and satin surface, reminds one of the gift books of the holiday season. It is intended as an introduction to the science of botany—a sort of flower-garlanded archway to fields of pleasant toil beyond. The author, selecting some of the most wonderful plants and the most remarkable phenomena connected with them, has produced a book of rare interest. If parents and others would put books like this within reach of their children, dime novels and trashy fiction would be less popular. M.

STEELE'S KEY TO THE SCIENCES.—*Answers to the practical questions and problems contained in the Fourteen Weeks' Courses in Natural Philosophy, Chemistry and Astronomy. By J. Dorman Steele, A. M. New York: A. S. Barnes & Co.*

Teachers using text-books of the Fourteen Weeks' series, will find this useful, as it gives the author's solution of all difficult problems. The "practical" questions are also answered, and much information thus afforded which will interest both teacher and pupil. The latter part of the book contains a dozen or more pages of directions for performing experiments in chemistry. M.

WILD MEN AND WILD BEASTS; *Or, Scenes in Camp and Jungle. By Lt. Col. Gordon Cumming. Of the Illustrated Library of Travel, Exploration and Adventure. Edited by Bayard Taylor. New York: Scribner & Co. Price,* $1.50.

This volume will be read and keenly enjoyed by those who delight in accounts of hair-breadth escapes and perilous adventures. Col. Cumming's adventures are of a thrilling character, and related so simply and graphically as to win high admiration for the coolness and daring he displayed whilst hunting for tigers and other wild animals in the jungles of India. The book gives a better idea of the forests and jungles of that country than, perhaps, can be found anywhere else in so small compass. It contains eighteen full-page illustrations.

MISCELLANY.

PROF. AGASSIZ is about to start upon his exploring expedition around Cape Horn and the Pacific coast. The United States coast survey steamer Hassler has been detailed for the expedition, and she was recently on her way from Philadelphia to Boston, where the party will embark. Remembering the interest which Prof. Agassiz's accounts of the Amazon have excited from all directions, his explorations and discoveries of this still more unfamiliar region will be eagerly looked for by all. He recently wrote a long letter to Prof. Pierce, Superintendent of the U. S. Coast Survey, stating what results might be expected from the explorations, in which he says that, although the letter may be very compromising for himself, he is determined to write, in the hope of showing within what limits natural history has advanced. He believes there is a plan according to which the affinities among animals, and their order of succession in time, was determined from the beginning, and that this world is the work of intelligence, and not merely the product of force and matter. Prof. Agassiz then asserts that there is a correlation between the gradation of animals in the complication of their structure, in their order of succession in geological times, in their mode of development from the egg, and in their geographical distribution upon the surface of the globe. He then contends that, from the great depths of the ocean, there may be obtained representatives resembling those types of animals which were prominent in earlier geological periods, or bearing a close similarity to younger stages of the higher members of the same type. Prof. Agassiz then specifies at length the existing order of fishes, extinct representatives of which he expects to find at the bottom of the ocean. He also announces his intention to explore the so-called "rivers of stone" in the Falkland Islands, and believes that it will not be difficult to explain their origin in the light of the glacial theory.

BY the new school law of the Province of Ontario, provision is made for dwelling-houses for teachers. Norway goes still further and sets apart a small piece of land for the schoolmaster to cultivate; this in addition to his regular salary. At least one teacher in every district is provided with a dwelling house for himself and family, with land enough to pasture at least two cows, and to lay out a small garden. This custom is worthy of attention by rural school officers in this country. Aside from the comfort and economy of the plan, it would seem to afford an excellent means of correcting the nomadic character of rural teachers. The constant shifting of teachers is a great disadvantage to schools in every part of the country. By providing the teacher with a home, an opportunity to increase his income by the products of an orchard or a garden, better men might be induced to remain in the profession, the social status of teachers would be improved, and the frequent changes in method and discipline which waste so much of rural school effort, would be very largely prevented.

ONE of the first fruits of the partial emancipatio

scheme legalized in Brazil is to arouse the people to a sense of the necessity for a better and more thorough system of education. United States Minister Partridge, who has taken a deep interest in the emancipation movement, has written from Rio de Janeiro to Commissioner Eaton, of the Bureau of Education, asking for documents relative to the education of the colored people, and the organization of a free-school system in the South. The Brazilan educators and public men, he writes, see the importance of this subject, and desire to have the results of our experience before establishing a system of their own to meet the needs of the emancipated class. He says an agitation in favor of a common school system has begun.

THE Wilmington (Del.) *Commercial* says: The semi-annual exhibition of punishment inflicted by the pillory and lash took place in the court yard at New Castle a short time since. Among the number whipped was a man named Joshua Lutton, making the fourth time he had been to the "post." He said on a previous occasion, "All the manhood was whipped out of me the first time, and now I don't care for anything." The following persons having been convicted of different petty larcenies received punishment as follows:—Joshua Lutton, 20 lashes; Charles Blake, 20 lashes; John Bush, colored, one hour in the pillory and 20 lashes; John A. Graves, one hour in the pillory and 20 lashes; Charles Bayard, colored, one hour in the pillory; Charles M. Thibett, 20 lashes; Joseph Harris, colored, 20 lashes; Isaac Pierce, one hour in the pillory; Lewis Collins, colored, 20 lashes.

A GOOD LAW.—The Illinois Legislature has passed a very stringent liquor law, which has been approved by the Governor. The law takes effect from and after the first of July next. In addition to those provisions which make both the liquor vender and the owner of the premises on which the liquor is sold liable, it also provides that every licensed liquor seller must give bonds in $3,000, and makes him liable to be sued for damages for causing the drunkenness of any person. It also imposes a severe penalty for selling or giving away liquor to minors or habitual drunkards. If strictly inforced, it will prove no mean check to the drinking customs of the State.

THE value of teachers' institutes has been so conclusively demonstrated, that in some of the States these associations are encouraged and sustained by annual appropriations. New York expends $20,000 a year for their maintenance; Maine, $4,000; Connecticut, $3,000; Massachusetts, $3,000, and Minnesota, $2,000. By law, warrants on the country treasury, in annual sums of about $200, are honored, in support of institutes, in New Jersey, Iowa, Michigan, Vermont, Indiana, Arkansas, Ohio, California and Pennsylvania.

THE BIBLE.—Cities fall, empires come to nothing, kingdoms fade away as smoke. Where are Numa, Minos, Lycurgus? Where are their books, and what has become of their laws? But that no tyrant should have been able to consume the Bible, no tradition to choke, no heretic maliciously to corrupt, that it should stand unto this day, amid the wreck of all that was human, without the alteration of one sentence so as to change the doctrine taught therein, surely argues a very singular providence claiming our attenton in a most remarkable manner.

THE last report of the Superintendent of the Boston public schools shows that that city has 5 high schools, 36 grammar schools, and 323 primary schools. These schools contain 38, 414 pupils, and are taught by 950 teachers. The sum paid for teachers' salaries is $720,960, an average to each teacher of $758! The total expenditure for all school purposes last year was $1,599,750, or an average of $41.64 for each pupil in attendance. It is one of the "notions" of the city of Boston to be generous in providing for the education of her people.

HORACE MANN used to tell a story of an old gentleman named Ottiwell Wood, of Somersetshire, England, who, being a witness before some court, was asked by the judge, "How do you spell your name, Mr. Wood?" and replied:

"O double T, I double U, E double L, double U, double O, D"—

whereupon the astonished Mayor laid down his pen, saying that it was the most extraordinary name he had ever heard in his life.

AN autograph hunter lately succeeded in getting one from Bismarck. The Prince inscribed his name on the page graved already by the autographs of Guizot and Thiers. M. Guizot had written, "In my long life I have learned two principles: To forgive much and never forget." M. Thiers had added, "A little forgetfulness does not hurt the sincerity of the pardon." Prince Bismarck improved the sentiment by writing, "I have learned to forget much and to have much forgiven me."

NOT long since a dyspeptic was beguiled by an advertisement to send to a New York individual a dollar, for which sum a cure for dyspepsia was promised. He received a printed slip with these words: "Stop drinking and hoe in the garden." The man was angry at first, then laughed, and finally stopped drinking and "hoed in the garden." In a short time he was as well as ever.

IT is estimated that about twelve hundred schools for white youth, and one hundred and fifty or more for colored youth, are in operation in Georgia, under the new school law. The number of schools increases monthly, and it is probable that many new institutions will be opened after the State fund, which amounts to $450,000, shall have been distributed.

THE teacher must retain an ever-enlarging intellectual grasp, and must, therefore, be on the alert at all times. The human mind is progressive; and unless he convince himself of this fact, and busy himself seeking, during his leisure hours, a broader culture, he must inevitably fall below the proper level of his profession.

ALL virtue and goodness tend to make men powerful in this world; but they who aim at the power have not the virtue. Virtue is its own reward, and brings with it the hightest pleasures; but they who cultivate it for the pleasure's sake are selfish and will never gain the pleasure because they can never have the virtue.

THE Grand Duke Alexis found out the strong point of Niagara after a half-day's stay there. The landlord characteristically charged an enormous bill —$1,500—at the rate of $75 for each member of the suite for the half-day. The young man at once declined the preposterous imposition, and the amount was finally reduced to $1,000.

FEW people realize how very many acres are unoccupied in the great West. There are eleven territories, two or three of which are twice or three times as large as all New England; and it is a small terri-

tory that is not at least ten times as large as Massachusetts. Colorado is thirteen times as large as Massachusetts, while Dakota und Arizona are half as large again as Colorado. The eleven territories contain over one billion and a quarter acres, exceeding by nearly two hundred thousand square miles the aggregate territory of all the present admitted States of the Union. The territory of Alaska contains 369,539,600 acres.

An enthusiastic professor of entomology, having entertained a friend over night, accosted him in the morning with the usual inquiry as to how he slept: "Not very well. A strange bed, perhaps. But—" "Ah!" quoth the doctor, eagerly, "ye were just bitten by something, eh?" "Well, to tell the truth, doctor, I was." "Just think of that! Bitten, were ye? Now, can you say that it was anything noteworthy that bit ye? peculiar, eh?" "Fleas, I think. But such chaps for biting I never saw in my life." "I should think so, indeed!" (with great glee) "They're Sicilian fleas. *I imported them myself!*"

Power of the Press.—I love to hear the rumbling of the steam-power press, better than the roar of artillery. It is silently attacking and vanquishing the Malakoffs of vice and the Redans of evil; and its parallels and approaches cannot be resisted. I like the click of the type in the composing stick of the compositor, better than the click of the musket in the hand of the soldier. It bears a leaden messenger of deadlier power, of sublimer force, and of a surer aim, which will hit its mark, though it is a thousand years ahead!—*Chapin.*

Man dies, but nature is eternal. The seasons keep their appointed time; day returns with its golden splendor, and night with its eloquent mystery. The same stars which lit the ghastly battle-field of Troy, rough with the dead bodies of ancient heroes—which shone on the marble streets of imperial Rome, and on the sad eyes of vigil sleepers in the living glow of inspiration—the watch fires of the angels which, through centuries of devastation and change, have still burned on unceasingly—speak to *us* as they did to Dante and Shakespeare and Milton, of the divine glory, the omnipotence, the everlasting beauty and love of God.

Water, such as is fit to drink, commands a price in Madrid as high as soda water in this city, as a summer beverage is more sought after than wine, and people like it better for having to pay for it than if it cost nothing. Ice is also scarce there, liquefying snow from the mountain tops being about the best to be had.

A gentleman, traveling in Tennessee, just after the close of the war, overheard the following conversation between two women of that country, who had been in town and were returning home on the cars: No. 1—"What has you in that paper?" No. 2—"Soda." No. 1—"Soda! what's soda?" No. 2—"Why, don't you know what soda is? that ere stuff what you puts in biskits that makes 'em git up and hump themselves."

A New York reporter discourses thus learnedly in giving an account of a fire: "The causes which produce fire, however, are well known, the chief among them being combustion, which is probably the principal, the main cause of most of the fires which occur in our large cities."

Henry Ward Beecher, in satirizing pompous talkers, says: "Language, like window glass, should not stop the attention on itself, but on that which passes through it."

It is said that Professor Struve, of Pultowa, has found that the ring of Saturn, which for several months has been approaching the body of the planet has at last fallen upon it and become diffused over its surface. The theory was, however, that the ring should break up into satellites. If the assertion be true, some modification of the nebular theory is in this case evidently needed.

A Rhode Island man has been arrested by two railroads for attempts to obstruct their tracks. His excuse was that he had to take a log of wood home, and if the State is not big enough for him to lay down a load in it without blocking all the railroads, the fault lies with somebody besides himself.

Senator Wilson, after careful study of the frescoes and other "art" embellishments of the capitol, has come to the conclusion to have his committee room whitewashed. It is a touching concession to that kind of art with which Senators and Representatives are most familiar.—*N. Y. Com. Advertiser.*

The New York papers have been complaining of the bad quality of the gas in that city. Whereupon a Boston papers retorts that the New York press makes the most of it.

The minds of some people are like the pupil of the human eye, and contract themselves the more the stronger the light that is shed upon them. Bats and owls have their correspondences among men.

A correspondent in Paris says that a Frenchman rarely travels except to escape a revolution at home, and even then seldom gets beyond Brussels, London, Geneva, or at farthest the Island of Jersey.

Nantucket, Mass., about a hundred years ago, had 197 vessels, which gave employment to 2,200 seamen. Now its commerce is gone, and its population is only about double the number of sailors once afloat in its vessels.

As long ago as 1837 four women were admitted to Oberlin College, and in 1841 three of them graduated, being the first ladies who have received a literary degree from any college in the country.

An order will soon be issued from the Treasury Department directing that all government business on the Pacific coast be transacted on a currency instead of gold basis, as heretofore.

A golden rule for a young lady is to converse always with her female friends as if a gentleman were of the party; and with young men as if her female companions were present.

"Why, Charley, I am astonished to see you making faces at your mother!" Charlie brightened up at once and retorted, "Why, I calculated to laugh, but mamma, my face slipped."

The N. Y. State prison at Albany, has received 20,514 prisoners—15,262 males, and 5,252 females. Of these 17,804 were intemperate persons.

Ninety thousand four hundred and sixteen persons emigrated from England, and 112,095 from Scotland and Ireland, during the year 1870.

In New York the Cruelty to Animals Society has laid down the rule that one ton is all that a horse should draw.

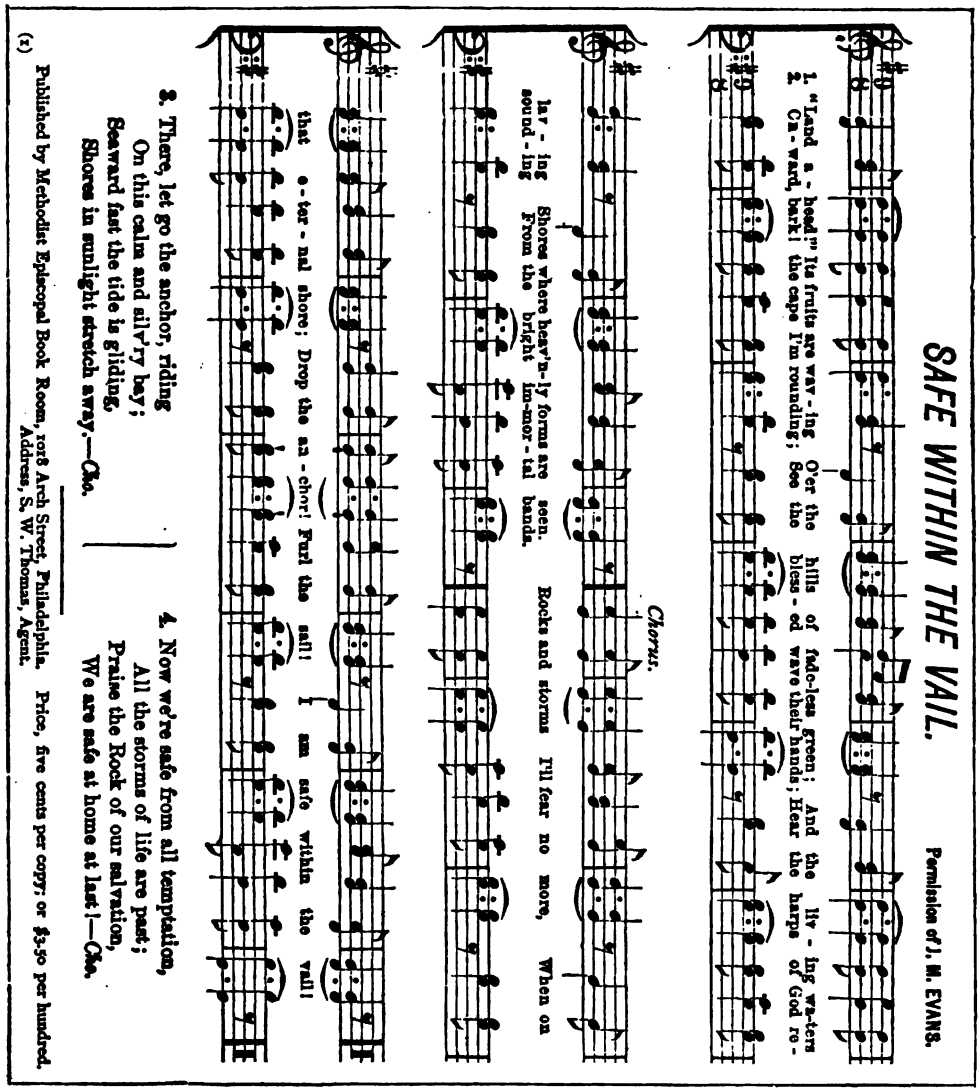
The herring fishery of Maine is said to be very good this season, having begun earlier than usual. The fish are plenty and large, and the fishermen are making large hauls.

The population of Virginia is said to be declining, on account of the migration of people to more prosperous regions.

California is proven, by recent surveys, to be twenty-two millions of acres smaller than she thought she was

A Beautiful Song.—We propose to issue such songs from time to time as we know to be deservedly popular. We do not care so much that these shall be new as that they shall be *good*. Through the favor of Mr. S. W. Thomas, we send you, this month, the beautiful song, "Safe Within the Vail," with the original music. Have your pupils sing it. They and you, their teachers, will be the better for it. Few things render a school more attractive to the pupils than the songs they sing there—few things will cause it, in after years, to be remembered with greater pleasure than the songs they sang there.

Dr. Stowe said, when he visited a certain institution in Germany. "In one room were boys with violins playing. another room was full of boys singing. The teacher said, 'If the children don't sing, the devil is in here; but when they do, he has to go and sit out there.'" Evil cannot dwell with a spirit of sacred song.



Singing in Schools.—Rev. Mr. Baltzell, in the *Musical Visitor* for January, makes some remarks in reference to singing in Sunday-schools that may apply with equal force to day-schools:

In regard to proper singing in our Sunday-schools, the first point of importance is to secure variety and attractiveness. Its mission is to draw the little ones into the school, and to retain them there. Every superintendent should see that his school is well stocked with standard music, and the children well drilled in singing, so that it may prove to be a real power. Good singing will recruit any school, as well as tend to secure good order and discipline.

In teaching children to sing, be careful how you go over a new piece of music the first time. If you go wrong at the start you will find it difficult to get right. Go over it by sections, having them to follow you, and 'stick' to it until they can sing it correctly."

THE

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HOW NEW YORK SAVES HER LOST CHILDREN.

CHILDREN'S AID SOCIETY.

The opening paragraphs of the Nineteenth Annual Report of the Children's Aid Society of New York make known the existence of a large class of neglected, friendless children in that city and vividly portray the social and political dangers that result from it. We quote them:

THE DANGEROUS CLASS.

"The events of the past year in Europe and America have called the thoughts of reflecting persons anew to that perilous element in large cities—the 'dangerous class.' The rich and comfortable of the towns, and those living far away in the country, seldom realize the existence of such a class; but those who labor habitually in the lowest strata of our society see the danger. They know that *beneath* the busy and brilliant surface of a city like New York, and of all large cities, there is a most inflammable and explosive material. It needs only a sufficient cause or opportunity, such as the accidental absence of the guardians of public peace and some supposed wrong inflicted by the rich on the poor—as was the case in 1863—and we might experience an outbreak even here, which would leave large portions of the city in ashes and blood, and destroy, as it did in Paris, the accumulated wealth and treasured art of generations.

"A 'dangerous class' has always for its worst element those who are simply and solely criminals, and who come forth mainly in the night to prey upon and plunder the community—the thieves, burglars, shop-lifters, pickpockets, gamblers and ruffians of every description.

"These, fortunately, are never very numerous in any city, and are merely the camp-followers, as it were, of the multitudes who make the main body or centre of this class. These latter are the neglected youth of a city. They are the children of the poor grown up, who have been cast out on the street, or left to themselves, or have abandoned their disagreeable tenement homes; the *enfants perdus* become men.

"In New York they have been outside of our admirable system of public instruction. Neither the charity nor religion of the city has ever touched them. They are practically heathens and barbarians. If boys, they have grown up on the docks and about the grog-shops, making their way by trickery or violence, uninstructed except in the dishonest shifts of the streets, and are now entering manhood, ignorant, brutal, with violent passions and without reverence for either God or man. Their only home and resort are the corner groggeries; and here they soon become the tools of demagogues and the 'repeaters' and 'roughs' of unprincipled politicians. If these children have been girls, they become simply abandoned women, but even more ready than the boys—as was shown in our riots and in Paris—when the occasion offers, for deeds of cruelty and havoc. This large multitude of abandoned and neglected youth are the especial material for an explosive outbreak or bloody riot. They know nothing of the 'best ideas' of our civilization; they care nothing for social order. A casual spark may kindle their quick passions. They hate the rich, and they long for plunder.

"With them, however, in the constitution of the 'dangerous class,' are associated a very different multitude, who can only deserve the respect and compassion of thinking men; the large and down-pressed host of destitute and igorant laboring men and women, who always barely keep their heads

above water, and who honestly believe that competition has given the rich all the blessings, and left them all the curses of life.

"This great class are always discontented, and, stirred up by designing leaders, they are frequently ready to revolt against the existing order of things. In New York, however, this unfortunate multitude, though suffering much at times from poverty, always have an escape and a chance for livelihood in the great country. Moreover the bonds of sympathy with other classes, created by just such Christian movements as our own, keep them from open outbreak.

"The only really and permanently dangerous element in this city, and one the perils from which cannot be exaggerated, are the neglected youth.

They swell the criminal class; or, more dangerous still, they help to form the vast body of ignorant voters and implements for demagogues in our lowest wards."

THE SOCIETY.

The Children's Aid Society has been in existence for twenty years, and we purpose to show in this article how it works, and what are its results. We do this believing that it is, as it claims to be, "the most comprehensive association in the world for dealing on a large scale with the sources and springs" of the evils that are festering in the very bosom of society and threatening the overthrow of our political institutions, and that as such it deserves the study of thoughtful men who take broad views of the work of education. Besides, we have a special object in presenting this subject to the readers of the JOURNAL. Last month we told them how Boston brings her children to school. What was then said exhibits one line of effort. New York saves her lost children by a line of effort quite different. Both are good. One can be made to complement the other. We desire to teach our people the whole lesson.

ITS WORK.

The society has a regularly organized board of trustees.

Besides the officers of the board proper, a large number of persons are employed under the titles of agents, superintendents, teachers, matrons, visitors, etc.

The society keeps up, in different parts of the city, five lodging-houses, five free reading-rooms, and nineteen day and twelve evening industrial schools, employing seventy-one regular teachers, and nearly as many volunteers.

A WAIF OF THE STREET.

The practical work of the society is outlined in the following extract from the report:

"The first duty of its 'visitors' is to pick up the little waifs of the streets; its 'industrial schools' teach these poor children whose parents cannot or do not care for them, habits of order, cleanliness and industry, and provide for their most pressing wants of food and clothing, and instruct many of them in a trade; its lodging-houses shelter the orphan and homeless boys and girls, and labor incessantly to give them the

foundation ideas of morals and religion, and the beginning of school education, while they promote their independence by requiring petty payments for food and shelter; its 'reading-rooms' and 'night schools' attempt to offer these rovers of the streets a counter-attraction to the temptations of the rum-hole and the gambling saloon; and, as the crown of all, its 'emigration system,' taking these children before they are too much corrupted by the streets, transfers them to honest and kind homes and an industrious life in the far West."

The magnitude of the work done will appear from the following statements.

During the past year over 24,000 different children, of whom 5,886 were orphans and 14,822 were homeless, came under the educational and moral influences of the various branches of the society.

There were provided with homes and employment in the West during the year:

Boys	1,856
Girls	887
Men	303
Woman	340
Total	3,386
Total number provided with homes since 1854	25,215

The number of meals furnished at the lodging-houses during the year was 157,729; number of lodgings furnished, 131,578; number of children registered, 11,928, of whom 4,958 were orphans.

The following extract taken from the report of the superintendent of the "Newsboys' Lodging-house" will give a fair idea of the work done by this class of institutions. He says: "During the year, 1,018 boys have been rescued from vagrancy and placed in good permanent homes. This is an average of three a day. We have furnished during the year 53,214 meals, and 53,005 lodgings. 1,100 lost or truant boys have been restored to friends and relations. A register is kept containing name, age, and condition of each lodger.

"Since the institution has been organized, and through its instrumentality, 7,108 boys have been provided with permanent homes and employment. They are to be found in every walk of life, honored and respected. Several own real estate and are in business for themselves. They are scattered all over the West. Many are married and surrounded with happy families. Some are now thirty years of age. There are those who have graduated at colleges, and are now to be found in the learned professions; others are preaching the gospel, which they first heard in our pleasant rooms at our Sunday evening service.

"Our tables are full and complete, showing the working of our home for the last eighteen years. During that time we have lodged 91,534 different boys; restored 7,196 lost and missing ones to friends; provided 7,108 with homes; furnished 576,493 lodgings, and 426,580 meals."

The industrial schools had on their rolls during the year 9,429 pupils, with an average attendance of 2,847. The small average attendance is chiefly owing to the fact that many of the children are obliged to stay away from school one-half of the time, in order to earn something to live on, while they go to school the other half.

"These industrial schools," says the report, "certainly reach a stratum of society which even the commonest of our common schools would fail to reach. The great irregularity of attendance, which is a necessity of their destitute condition, would shut them out from public schools, if their rags and destitution did not. To many, the simple meal provided at noon is a great boon, without which, oftentimes, body and mind would suffer."

While much work is done for the society that costs it nothing, yet it is not to be presumed that all its machinery can be moved without money.

Its expenditures the past year were $153,741.55. Of this sum, the Board of Education contributed $11,505.34; the city and county of New York, $50,000.00, and the State, $5,417.36. The balance was derived from the society's own resources, donations and bequests.

The society has expended since its foundation in 1853, $1,093,923.48.

THE RESULTS.

Another demonstration of the great truth, the magnitude of which so few seem to realize, that the evils that curse society can only be rooted out by educating the young aright, appears in the fact as stated in the report, "That, so far as is known, *not five out of each thousand* children who have been trained in the industrial schools ever fall into dishonest or criminal courses."

The decrease in certain kinds of crime attributable mainly to the influence of the Children's Aid Society is shown in the following statements. They point out most plainly the direction in which philanthropic effort will yield the richest fruit.

Of female vagrants there were imprisoned, in all the New York City prisons, in—

1857	3,449	1863	1,756
1859	5,778	1864	1,342
1860	5,880	1869	785
1861	3,172	1870	671
1862	2,242	1871	548

In eleven years the imprisonments of female vagrants fell off from 5,880 to 548, although the population of the city increased during the same period 13½ per cent.

The reports of arrests of female vagrants by the commissioner of police since 1861 runs thus:

1861	2,161	1867	1,591
1862	2,008	1869	1,078
1863	1,728	1870	701
1871	914.		

The rate of commitments of young girls for thieving or petty larceny since 1859 is as follows:

1859	944	1864	1,131
1860	890	1865	977
1861	880	1869	989
1862	1,133	1870	746
1871	572		

The decrease in this crime is in twelve years from 944 to 572, though, according to increase in population, it would have been 1,076. The increase shown in 1862 and 1864 was owing to causes connected with the war.

The preceding statements relate to crimes committed by females. The following show like results among boys.

The commitments of boys for vagrancy, since 1859, are as follows:

1859	2,829	1864	1,147
1860	2,708	1865	1,350
1862	1,203	1870	1,140
1871	994		

Increased according to population, the number in 1871 would have been 3,225.

In petty larceny, the record stands thus:

1857	2,450	1865	2,347
1859	2,626	1869	2,338
1860	2,575	1870	2,168
1871	1,978		

Increased according to population, the number would have been 2,861 in 1871.

The following are the arrests of pick-pockets since 1861:

1861	466	1867	345
1862	300	1868	348
1865	275	1869	303
1871	313.		

The readers of the JOURNAL now have before them both the Boston plan of bringing neglected children to school by law, and the New York plan of doing it by love. We would like to see the two combined in Pennsylvania, in order that we may rescue our thousands of homeless, friendless little ones from the destruction that otherwise awaits them, and save society and the State from the ruin they may work.

MATHEMATICAL NOTES—NO. III.

BY PROFESSOR EDWARD BROOKS.

Origin of Algebraic Symbols.

THE symbols of algebra are of three general classes; Symbols of Quantity, Symbols of Operation, and Symbols of Relation. What is the origin of these symbols; who invented them or first employed them? This question, a very interesting one, I will endeavor to answer in the present article.

I. SYMBOLS OF QUANTITY.—The *Symbols of Quantity* are the *letters* of the alphabet, the *Arabic figures*, the symbols for *zero* and *infinity*, etc. The origin of the use of letters to represent quantity is not known. It was natural to represent the elementary ideas of number by the characters which represent the elementary sounds of the human voice, and this method was adopted by nearly all the nations of antiquity. Among the Greeks the letters of the alphabet were divided into several classes, for the purpose of representing the different groups of the numerical scale. The Roman system of notation employed the several letters I, V, X, L, C, D and M. The Arabs at first used the Greek method of representing numbers by letters, and afterward exchanged it for the Hindoo method. The Roman method of notation was used in Europe until about the 12th century, when it was exchanged for the Arabic method. The use of the first letters of the alphabet to represent known quantities, and the last letters to represent unknown quantities, is entirely natural. In an investigation known quantities come first; from these we pass to the unknown quantities, etc. Vieta, an eminent French algebraist of the 16th century, is said to have been the first to represent known quantities by symbols.

The origin of the Arabic figures is not definitely known. The latest and most plausible theory for their origin is that they were originally the initial letters of the Sanscrit numerals. This theory is presented by Prinsep, a profound Sanscrit scholar. The plausibility of this supposition appears in the

fact that it follows the general law of representing numbers by letters, as in the Greek and Roman systems.

An old theory is that the Arabic characters are modifications of figures formed by combining straight lines. And still another theory is that they are modifications of figures formed by combining angles to express numbers. Both of these latter theories are interesting, but probably more fanciful than true.

The origin of the symbol for zero (o) is not known. One theory supposes the zero to have been originally a circle, suggested from counting *around* the figures and thumbs held in a circular position. Another theory is, that if angles were used to represent numbers, *nothing* would be represented by a character having no angles, which is the closed curve.

Max Müller says: "It would be highly important to find out at what time the naught first occurs in Indian inscriptions. That inscription would deserve to be preserved among the most valuable monuments of antiquity, for from it would date in reality the beginning of true mathematical science —impossible without the naught—nay, the beginning of all the exact sciences to which we owe the invention of telescopes, steam engines and electric telegraphs."

II. SYMBOLS OF OPERATION.—The *Symbols of Operation* are the signs of addition, subtraction, multiplication, division, involution, evolution and aggregation. The origin of most of these symbols has been definitely determined.

The *Symbols of Addition and Subtraction*, + and —, were first introduced by Michael Stifel, a German mathematician of the sixteenth century. They first appeared in a work published by him at Nuremberg, in 1544, and are believed to have been invented by him. This is implied by the manner in which he introduces them; thus, "*we place* this sign, etc.," and "*we say* that the addition is thus completed, etc." Prof. Rigaud supposed that + was a corruption of P, the initial of *plus*, and Mr. Davies thought that it was a corruption of *et* or &. Stifel, however, does not call the signs *plus* and *minus*, but *signum additorum* and *signum subtractorum*, which renders the above suppositions improbable.

Dr. Ritchie suggested that perhaps + was two marks joined together, to signify two numbers joined together in addition; and that — was taken to indicate subtraction, since it is *what is left* after one of the marks is removed. It is thought by De Morgan that the minus sign (—) was first used, and that + was derived from it by putting a small cros-bar for distinction. "The sign +," he says, "in the hands of Stifel's printer, has the vertical bar much shorter than the other; and when it is introduced into the wood-cuts of the engraver the disproportion is greater still." The Hindoos, from whom our knowledge of algebra was originally derived, used a dot for subtraction and the absence of the dot for addition. It is not unlikely that the Hindoo dot was elongated into a bar to signify subtraction, and that the first who found it convenient to introduce a sign for addition, merely adopted the sign for subtraction with a difference.

Some have supposed that Stifel might have obtained these symbols from some other mathematician of his age; but this is improbable. The person to whom he refers as his principal teacher in Algebra was Christoffer Rudolff, who published, in 1561, a work entitled, *Kunstliche Rechnung mit der ziffer und mit der zalpfenningen*; but there is nothing in this work like either of the signs + or —, so that it appears quite certain that Stifel did not obtain them from him.

M. Libri attributes the invention of + and — to Leonardo Da Vinci, the celebrated Italian artist and philosopher; other writers, however, say that Da Vinci used the symbol + for the figure 4. After the most careful investigation the invention and introduction of these two symbols are almost universally accredited to Stifel.

It may be remarked that these symbols were not immediately adopted by other mathematicians. In a work on algebra, published in 1619, the signs of addition and subtraction are P and M, with strokes drawn through them.

The *Symbol of Multiplication* (×) St. Andrew's cross, was introduced by William Oughtred, an eminent English mathematician and divine, born at Eton in 1573. The work in which this symbol first appeared was entitled *Clavis Mathematicæ*, "Key of Mathematics," and published in 1631. Oughtred was a fine thinker and was honored by the title "prince of mathematicians."

The *Symbol of Division* (÷) was invented by Dr. John Pell, professor of philosophy and mathematics at Breda. He was born at Southwick at Sussex, 1610, and died in 1685. This symbol was used by some old Eng-

lish writers to denote the ratio or relation of quantities. I have also noticed it used thus in some old German mathematical works. Dr. Pell was highly regarded as a mathematician. It was to him that Newton first explained his invention of fluxions.

The *System of Exponents*, to represent the powers of a number, was introduced by Descartes, the illustrious metaphysician and inventor of Analytical Geometry. The earliest writer on Algebra denoted the powers of numbers by an abbreviation of the name of the power. Harriot, a mathematician of the 17th century, repeated the quantity to indicate the power; thus, for a^4 he wrote *aaaa*.

The *Radical Sign* ($\sqrt{}$) was introduced by Stifel, the inventor of + and —. This symbol is a modification of the letter *r*, the initial of *radix*, root. The root of a quantity was formerly denoted by writing the letter *r* before it, and this letter was gradually changed to the form $\sqrt{}$.

The *Vinculum* or *Bar*, placed over quantities to connect them together, thus $b \times \overline{a + c}$, was first used by Vieta, the introducer of the system of representing known quantities by symbols.

The *Parenthesis* was first used by Albert Girarde, a Dutch writer on algebra, of the sixteenth century. Who first introduced the other signs of aggregation I have not been able to ascertain.

III. *Symbols of Relation* are the signs of equality, ratio, equal ratios, inequality and deduction. The origin of a few of these has been ascertained.

The *Symbol of Equality* (=) was introduced by Robert Recorde, an English physician and mathematician of the sixteenth century. It first appeared in his work on algebra, called by the singular title, *Whetstone of Wit*. He gives his reason for the symbol in the following quaint language: "And to avoide the tediouse repetition of these words, I will settle as I doe often in worke use, a pair of parallels or Gemowe lines of one lengthe, thus: =, because no 2 thynges can be more equalle."

This sign was also employed by Albert Girarde. The French and German mathematicians employed the symbol ∞ to denote equality even long after Recorde. This symbol is said to be a modification of the dipthong *æ*, the initial of the Latin phrase *æquale est*.

The *Symbol of Ratio* (:) is supposed to be a modification of the sign of division. The sign of division was frequently employed by the old English and German mathematicians to indicate the relation of quantities. Who first omitted the dash and employed the present form of the symbol of ratio, I have not been able to ascertain.

The *Symbol of Equal Ratios* (: :) is either a modification of the sign of equality (=) or a duplication of the symbol of ratio (:) I do not know which. If I have seen any account of its origin I have omitted to take a note of it and have forgotten it.

The *Symbols of Inequality* (> and <) are evidently modifications of the sign of equality. If parallel lines denote equality, oblique lines would naturally be used to denote inequality, the lines converging toward the less quantity. Who first employed this sign is probably known, but I have no note of it and have nothing upon it in my library.

I have now presented, in a connected and systematic manner, about all that is known concerning the origin of the ordinary algebraic symbols. In some future article I propose calling attention to the origin and use of some of the symbols of higher mathematics.

CONDUCTING RECITATIONS—NO. II.

BY PROF. WILLIAM F. PHELPS.

TWO of the more important objects of the recitation were discussed in the preceding paper. These objects were stated to be: 1, to develop the power of clear and consecutive thought; and 2, to cultivate the habit of concise and accurate expression.

To think clearly, and to express thought with care and precision, imply also an increase in the attainments of the pupil. Subjects for study are placed before the mind as *occasions* for its activity. An increase of knowledge carries with it an increase of power. Lessons are assigned which are to be mastered. The recitation, when properly conducted, will determine exactly how far this mastery of subjects has been effected by the pupil. Hence it may be affirmed,

III. That another object of the recitation is *to test the accuarcy and extent of the attainments of the class*. Each and every lesson should afford the proof of new conquests by the learner. It should demonstrate that some truth unknown before has been added to his mental capital, or that something hitherto dimly perceived has ripened into clear conviction, perfect fruition. In the absence of this assured result, or at least of some

approach to it, the recitation has failed in its purpose, and the time and labor of all concerned in it may be accounted a loss. All real progress in education must necessarily be slow. There is neither a royal road nor a railroad to the temple of learning; nevertheless, there ought to be positive progress with each day, and an additional conquest, however small, with each encounter in the class-room. To aim at these definite and positive results should be the ambition of every teacher, and although he may not always reach them, he will accomplish vastly more than by rambling and discursive effort.

IV. It is an object of the recitation to increase the attainments of the class, to add to the knowledge which its members have acquired in their study hours.

A teacher whose acquirements are limited to the text-books he uses, can never achieve real success in conducting his recitations. "A good schoolmaster," says Guizot, "must know much more than he is called upon to teach, in order that he may teach with intelligence and taste." It is a question worthy of consideration whether the ambition and love and study inspired in a class by a scholarly, skillful and enthusiastic teacher are not worth more to the pupils than all the studying they are able to do. What is more contagious than example? What is more glorious than a *noble* example as an inspiration to worthy deeds? The teacher who does not show that he can go beyond the text-books in his search after truth, and enrich the knowledge which his pupils have acquired by copious additions to it from his own well-furnished store-house, is lacking in the first element of power in his great work. This is, in fact, one of the true secrets in teaching. It secures the confidence, it arouses the interest, it commands the respect and admiration of the class, and supplies the most needful conditions to its progress. Hence, let the teacher ever go before his pupils in the class-room, full of his subject, all aglow with its spirit, ready to meet every difficulty, to answer every objection and supply every omission which may arise in the course of the sharp drill that is to follow.

V. The recitation should determine the habits of study which each pupil is forming, and correct whatever may be faulty in his method, as well as eliminate the errors that are revealed in his knowledge of subjects.

Man has been not inaptly denominated "a bundle of habits." Education is the development of character through the processes employed in the formation of right habits. The character of an individual is the sum total of the habits he has formed. If the latter be good, the former will be good; if bad, bad. The great aim of the educator, therefore, should be *to form good habits and only good habits.*

The recitation affords the best indications as to the quality of the mental habits of the pupils. The teacher should be a close observer of these indications and should strive to *teach his pupils how to study.* The education of any individual is far advanced when he has learned the best methods of using his faculties in the pursuit of knowledge and in discharging the manifold duties of his station in life. To *correct* errors in the method of using the faculties is the surest way to *prevent* errors in the knowledge of the subject taught. Errors in the mastery of facts and principles are the result of a wrong use of the faculties. Therefore let precision and accuracy in mental labor be the constant care of those who guide and direct the education of our children and youth. To secure these is one of the prime objects of the recitation.

Finally, any statement of the true theory of the recitation will be incomplete which does not refer *to its moral uses.* Brought into such intimate relation with his pupils as is the teacher during this vital and oft-recurring occasion, it would be strange indeed, if he should omit to make full use of his power and influence, to develop in them all that is kindly and winning in manner, pure and upright in heart, lovely and noble in character and life. And here the power of the teacher must be almost wholly in a spotless example. He is the inspiring genius of the occasion. His spirit must be gentle, his manners winning, his temper even, his judgment cool, and his decisions prompt and just. With such a moral frame of mind, joined to scholarly attainments and professional skill, *his influence over the hearts* as well as the intellects of his pupils, will be almost without limit, gently moulding their characters to that standard of excellence which embodies all that is pure, lovely, and of good report.

In the succeeding article it will be my aim to consider what should be the *preparations for the recitation.*

All the Moscow students who signed the address in favor of liberty of the press have been banished to Siberia.

EDUCATION A NATIONAL INTEREST.

PRESIDENT SARMIENTO'S LETTER TO SENATOR SUMNER.

[The following letter was written by President Sarmiento of the Argentine Confederation, then Minister resident in this country, to Senator Sumner, on the occasion of a proposition pending in Congress to abolish the department of education. Although the occasion that called it forth has passed away, it will be read with as much profit now as then. We take pleasure in commending the views of this broad, big-hearted foreigner to the thoughtful consideration of our readers.—ED]

NEW YORK, 1868.

TO MR. SENATOR SUMNER:

HONORABLE SIR:—Encouraged by the distinction with which you have been kind enough to favor me, I take the liberty of submitting to your enlightened consideration a few observations upon a subject which will soon be brought before the Senate, and in whose favorable selection not only the United States, but republican principles everywhere and the civilization of the popular masses, are deeply interested. I have heard that the discontinuance of the National Department of Education has been resolved upon, and if the measure is definitely carried, such action will, in my judgment, produce a deplorable reaction against the growing interest inspired of late by universal education.

For statesmen like yourself, my suggestions would have little value if I should pretend to propose new plans upon subjects on which North Americans are so far in advance of other nations. But it may be of some use to know the impressions made upon other people, and my feelings in this special case would be, as it were, the expression of their common aspirations. I can speak for South America, where twenty or thirty millions of human beings are agitated by a chaos of revolutions, which conduce to nothing, *because certain elements of government are wanting;* and I recently visited Europe where I conversed with eminent men upon the salutary moral influence which the United States is beginning to exercise.

When Europe recovered from its surprise and wonder at the happy issue of the past civil war, and at the triumph of Republican institutions among all the causes—incomprehensible at a distance — which had brought about this result, it discerned one only clearly, and that was, that behind Lincoln, Congress, and Grant, was *a people that could read and write.*

The republic now presents itself to those who do not despair of liberty in the world, with the *school* as the basis of its constitution. To the political economists, the North American school, which creates the *producer*, is a sufficient explanation of the prodigious development of wealth; and in view of the governments themselves, the sudden appearance of the United States and of Prussia as great nations, is closely allied to their systems of universal education. England and France have shown of late that they have profited by the lesson, taking more interest than formerly in the diffusion of education. This is the clear influence of the power exercised by American institutions in their most acceptable forms.

Mr. Laboulaye, the distinguished French professor who has done so much to make North American institutions known in Europe, not long ago presented to the workmen of Lyons, the portrait of Horace Mann, as the only man comparable to Washington in the part which he took in the definitive and enduring organization of American democracy.

But in the greater part of the world today, if the influence and efficacy of North American institutions of education are known by their results, very few if any have an idea of their mode of operation or of their organization. In England, reports, data and ideas are frequently sought from the United States, and I am acquainted with the fact that the ex-minister, Ratazzi, desiring to organize a vast system of education in Italy, lamented that he had not within his reach the precise documents which would explain the systems that have given such happy results in the United States, the only country which can serve as a guide in this respect. The speech of the Hon. Mr. Garfield in the House of Representatives in favor of the creation of the National Department of Education, has been reproduced in the presses of South America as a stimulus toward adopting the same measure, and another of Prof. Wickersham, of Pennsylvania, has had the same currency in France and South America.

If the United States, then, owe an account to the human race of their own experience and progress in certain respects which are important to the well-being and improvement of mankind, just as they receive from England and from human thought many of the principal benefits of government, a a means of transmitting the knowledge would hereby have been established, and the National Department of Education would have fulfilled that useful function, besides the special object for which it was created. It would have come to be, as it were, the department of international and foreign educational relations, and its reports and

data would, when collected, have been a fountain of information, not only for the Southern States, but other nations, for even if a report of Massachusetts or New York schools can be obtained in Europe, such documents, by their purely provincial character, are wanting in the authority which the seal of the United States would give to those of a national department. The great inequality with which education is actually distributed in the United States, and which it was the confessed object of the said department to regulate, would have given an opportunity to see the work of diffusion and the application of means, as well as the desired results.

With some diffidence, I will venture to make one observation with respect to the United States themselves. The greatest antagonism between the Southern States and the Northern has come, in my judgment, from the Southern following the same plan as that of ancient society in Europe and South America, and the Northern advancing in new and peculiar paths. The system of education in the South, limited to universities and colleges, was that of England, France, Spain, Italy and South America of to-day; leaving the majority of the people without intellectual preparation and development. The visible sign of the advanced North American system of government, is the *Common School*, and if ever the South shows the same *visible sign* its regeneration will be secured.

For the republicans of Europe and South America, the North Americans have added a new organism of government in the COMMON SCHOOLS, thus solving a great difficulty which the ancient republics could not solve. The North American republic is a government which under a written constitution is carried on by *written* speech. Athens, Rome, Venice and Florence, were republican cities (or city republics) governing by word of mouth from the forum. Washington is only the desk on which the laws are written and where the reasons are given for the law, which on the following day the people in California, Chicago or Richmond read *written*. Hence, the republic to-day is in extension indefinitely dilatable, as the people govern from their residence, be it in Egypt, in Capua or in Greece, because they can read that which is sent to them *written*. If, then, republican institutions are to be diffused throughout the world, patriots, instead of making revolutions, should begin by founding common schools, in imitation of the United States, as the cement of the future constitutions. If Protestantism, by requiring the Christian to know how to read in order to put into his hands the Bible, has so much aided by this means alone, the development and improvement of the human race, the SCHOOL of the American republic will make useless the ancient aristocracies and the modern repressive governments, by suppressing the popular incapacity and its legitimate fruits—revolutions.

You will understand why, with these ideas and hopes, I deplore the suppression of the *National Department of Education*, which proposes to be a guide at home and abroad to the laggards of the South in the United States, and would have been a Pharos to the other nations, in the new path marked out by the North. So persuaded was I of the beneficent influence which this department was destined to execute, that I attended the meetings of superintendents of schools in Washington and Indianapolis to add my voice to it, and established a Spanish *Educational Review*, in order to make known at large in South America the important data which this public office would furnish. If the preservation of the National Department of Education does not interest you much for the practical results in the South, which have not yet been put to the proof, I think you cannot be indifferent to the advantage that other nations would reap from its labors —nations, as my own, in the dark upon the mode of operation of the American common school system. May the hope of benefiting millions and of ameliorating the condition of the human race everywhere, induce you to rekindle and keep forever burning the torch which is to diffuse that light.

I have the honor of subscribing myself, etc., D. F. SARMIENTO.

INDEPENDENT SCHOOLS.

BY HOWARD WORCESTER GILBERT.

EDUCATION, considered merely as a training of the intellect, is nothing more nor less than a development of the ability to think *independently*. A complete and symmetrical education, however, one which comprehends, also, the enlightenment and discipline of the moral powers and the strengthening, yet tempering of the will, leads to the formation of what we call *character*. This latter education is, of course, what all men of enlarged views are endeav-

oring to secure for the Commonwealth. That education which leads to nothing better than a slavish following in the footsteps of others, is servile in its methods and mercenary in its aims, and is utterly unworthy to be called liberal, that is, fit for a freeman, though it is very proper for a slave. It was a complete and thorough training of all the powers which constituted Milton's ideal, as the readers of his prose works are well aware. For any inferior education he expresses a sovereign contempt; and where this was secured he had no fears of the triumph of error in any form. And he expressly declares that he never knew truth to be worsted in a contest where she was perfectly free.

In the recent discussion of the relative merits of the compulsory and voluntary methods of education, that is, of the claims of the public as against the private schools, the advocates of the former generally seem to me to have begged the question, and to have assumed the very point at issue; not that they have shown any disposition to stifle discussion, but they seem nearly everywhere to have taken it for granted that a system of public schools is better than any private and voluntary system can be, and that all independent schools must eventually yield to those established by law.

Now all who have given any attention to the workings of establishments, know that they tend to the enforcement of uniformity, and, consequently, to the suppression of all individuality. Witness, for example, those ecclesiastical establishments, the Romish church in Italy, the Lutheran in Sweden, and the Episcopal in England. Nonconformity, when these churches possessed absolute power, was a crime; and it is only through the increased intelligence of the world that their pretensions have been checked. Uniformity and originality are exclusive of each other, absolutely incompatible. But those great ideas the conception and elaboration of which have constituted the world's progress, have originated with individuals, and they of the most conspicuously, often fiercely, independent character, and have in no wise been the work of organizations, combinations, or establishments of any kind whatever, whether in church or State.

It is a serious question whether the establishment of a system of public schools does not tend to discourage individuality and personal independence, and, therefore, to check the growth of independent thought. In Germany the government has, in some instances, interfered directly with the management of the schools in reference to this very point, discouraging the teaching of certain branches, and even peremptorily excluding them from schools where they had previously been taught, because it feared the development of enlarged views among the people. We may say (and all hasty people will say at once) that nothing of the kind can ever be done in this country. But nothing is more ingenious than conservatism in discovering new methods of effecting restriction, and accommodating itself to altered circumstances. Though unchangeable in other respects, in this it is a very Proteus. And it may not be entirely useless to make this new application of a saying which in America has passed into a proverb, that "the price of liberty is eternal vigilance." The *vis inertiæ* is one of the most obtrusive of the powers of the human mind, and this intellectual sluggishness is the natural and ready ally of conservatism. The thought and action of most people degenerate into mere routine, and the tendency to intellectual stagnation must constantly be guarded against.

The powerful combination of colleges and normal schools which has been advocated by many recently, would doubtless operate to a certain extent upon the State, as the merging of all sects into one dominant ecclesiastical establishment would upon the Church; that is, in an attempted suppression of all nonconformity to a certain prescribed course and form. Of this there would be no danger, if we were sure of the exclusion of little and narrow-minded men from the most important posts; but experience shows that we enjoy no immunity in this respect any more than other countries. Graduates of normal schools have already, in the very infancy of the thing, been preferred to teachers of superior qualifications without a diploma from one of these State institutions; and one of the most striking displays I have ever seen of a manly ingenuousness, occurred at the late convention at Williamsport, where a gentleman who was a graduate of a normal school, publicly declared that posts were open to himself that were closed to men of higher culture—a declaration whose generosity furnishes a reason for suspecting excessive modesty in his individual case.

It is undoubtedly true that where freedom and independence are encouraged, they frequently degenerate into a love of oddity and

vagary; but it is certainly better to tolerate eccentric people than to stifle liberty of thought. As there are stupid conservatives on the one hand, who carefully shun all originality as only another form of oddity, and are in constant terror lest too great freedom of thought and expression should lead to disaster, and who will therefore tolerate nothing but dull and dreary commonplace, furnishing an admirable butt for Mr. John Stuart Mill's cutting sarcasm, so, on the other hand, it must be admitted that there are coarse-grained radicals who mistake oddity for originality, and who are continually making themselves ridiculous by their efforts to say or do something new and striking, and are always ready to accept any absurdity, provided that it possesses the charm of novelty. But these erratic people may safely be allowed to indulge in vagaries whose very ridiculousness brings about their own correction.

We may leave out of consideration all sectarian schools, since they are established and supported for avowed sectarian purposes, and therefore constitute a case not germane to the question under consideration. Omitting them, it is safe to say that the private school which sustains itself through its own merit, against the powerful counter-influence of an establishment, must possess a vitality which ought rather to be fostered than checked by the community which cannot but suffer from its suppression. I cannot, therefore, in the least, sympathize with Mr. Wendell Phillips, when he expresses the wish that the teachers of all independent schools may speedily be forced, through starvation, to abandon them.

A SCHOOL CRITICISED.

PROF. J. A. COOPER.

THE following is a correct account of my visit to a school-room some years ago. It is sent to you in the belief that similar errors are to be met with now. At that time a county superintendent invited me to spend a week in visiting schools with him. In one of them where we stopped before school time, in the morning, we found a young lady of pleasant address, and about fifty scholars between the ages of six and twelve years.

The first exercise after assembling was the repetition of the Lord's Prayer in concert; then the teacher called the roll, calling the full name of each pupil. After this a class of four boys in the alphabet took their places on the floor; the teacher held a chart in her hand and, pointing out the letters, asked at each letter, "what is that?" In every case none of the class could tell, and the teacher said, "A," "B," etc., and at once the class replied, "A," "B," etc. At the close of this exercise—an exercise which might be repeated every day for a year without one of the class knowing his letters—she asked the name of the town, county and State in which they lived, and the Governor's name. The class gave correct answers to these questions, and were sent to their seats; and on them they sat, quietly, idly, and yet longingly waiting for recess.

"Class in Primer."—Several boys and girls came; they opened their books and read: "I-s, is; i-t, it; a-n, an; o-x, ox;" receiving occasional assistance from the teacher.

"Close your books. Who discovered America?" "Christopher Columbus." "When did he discover America?" "In 1492." "Which is the largest river in the world?" "The Amazon." "That will do."

"Class in First Reader." This class consisted of six girls and three boys, and the lesson was a page of words in four letters. The pupils read each a word in turn, as follows: "a-i-m-s, aims; a-i-l-s, ails." About half of the pupils could not readily call the letters and pronounce the words, and for them the teacher read the words, and the scholar mechanically repeated. After the last word was read the teacher said: "What letter is added to these words?" The class looked blank. The question was repeated. The class still looked as if they did not comprehend the question. "What letter is added to the word in our last lesson to make these? S, ain't it?" "Yes," said the class.

In succession came the other reading classes, and they were conducted in a similar manner. Meanwhile many of the smaller children, who had no tasks to perform or lessons to study, were moving uneasily in their seats, crawling on the floor, and trapping flies.

The thought was continually in my mind that, though the teacher was active and evidently flattered herself that she was teaching a good school, the scholars were really not learning.

We rose to go. The teacher invited us to address the school, saying she hoped to learn

something. The county superintendent made a few remarks upon the value of improving the time, and of each one's doing his best, and I added that one speech remembered was worth more than two forgotten, and therefore I would not address the school.

I felt like addressing the teacher, and saying to her: "Your house here is more than usually pleasant in its structure, surroundings and furniture. The directors have provided good seats, desks, blackboards, charts, maps, and even a globe, dictionary and spelling-box. The children are bright, well dressed and mannerly. You have no large pupils, and therefore need not multiply classes. But you are making a sad failure. You do not understand teaching.

"1. You do not provide work for the children. See those little boys, listless and idle. They should have some employment. You will not let them do anything. How painful and dull it would be for you to sit two hours every half-day and have nothing to do, without being permitted to move, read or speak. You should not only permit, but require, them to do something all the time they are in the house. You should ask all to take out their books and begin study before calling the first class in the morning.

"2. You do not seem to know that no one can remember what he does not hear distinctly, and seize at the same time he hears it. In assisting the children to name the letters and words, you did not cause them to hear distinctly and receive the sounds you made. Often you did not have the sound even mechanically repeated. As far as they are concerned you might as well not have pronounced the word at all.

"3. You do not appear to understand that time is needed for a child to receive and understand a word. You help so soon and pronounce so quickly that the children do not get hold of the word. The impression is so short that it is indistinct and consequently not lasting.

"4. You do not understand the necessity of studying one thing at once. You divide the attention of the pupils among so many things that they cannot give close attention to any one. Now, you should rather divide the subjects and require the pupils to master one at once. No pupil can remember the names of twenty-six characters, if named to him in order without any interval between them. You could not remember the names of half that number of persons if introduced to them rapidly in succession. You gave the whole alphabet for one lesson, and the time spent upon it was really lost.

"5. You do not know the value of repetition to enforce truth and to impress the mind. After every failure to spell or pronounce you should require the word to be repeated and re-spelled, that it may be remembered.

"You asked the classes some questions about the discovery of America. They answered correctly, but I thought from their manner they did not understand anything about it. Words without thoughts are only a burden to the mind. I believe the children do not know what 'discovered' means, nor 'America' either, for that matter. I would like to question them and prove it to you. You do not take good care of the maps and charts. Why do you not use them, keep them hung up, consult the dictionary, and use the spelling box?"

Such is the substance of the remarks I wished to make, but, owing to the presence of the pupils, I could not. We bade the teacher "good morning," and retired. While the county superintendent unhitched his horse, I stood by the door-steps, and the smaller children came out for recess. Now, thought I, is a good opportunity to test the knowledge of these pupils. Selecting the members of the Primer class, I asked them: "Who discovered America?" No answer. "Was it Christopher?" "Yes; Christopher Columbus?" "When did he discover America?" "In 1492." "What is America?" "It is a house." "America is a house?" "Yes." "What did Columbus do?" "He discovered a house." "What is it to discover?" "I don't know." "Is it to go away from?" "Yes; it is to go away from." "Where did Columbus go to?" "He went up to the sky," said a little girl, in a shrill voice.

I was satisfied. The children had received a valuable fund of information when they learned that Columbus discovered America.

Some time afterward I saw the teacher of this school at a teachers' institute. I observed her closely to see if she could sit still for an hour. She spent a part of the time, in the midst of an interesting session, in whispering, and a part of the time over "Artemus Ward, His Book."

James R. Lowell has invented a new beatitude, "Blessed are they who have nothing to say and who cannot be persuaded to say it."

PROFESSIONAL READING.

BY JEFFERSON.

NOTHING can be more valuable to the laborers in any profession than the literature of that profession. So clearly is it to the advantage of the professional man, of whatever kind, to "read up," as it is termed, in his calling, that the reputation of the minister, the lawyer, or the physician, very often depends largely upon it. We have known it to be charged seriously against individuals of these professions that they had no libraries, that they never read any, and so on. And, indeed, one may very reasonably look with suspicion upon a professional man who does not strive to "keep abreast of truth" and the progress of the age by study and reading. And this progress is so decided and rapid that otherwise he must very soon fall behind and become antiquated.

These remarks will apply with equal force to the teacher. We have an educational literature, a *pedogogical* literature, for that matter, hence, a professional literature; as much so, though not yet so abundant, as the lawyer, the physician, or the minister. And the supply of pedogogical literature is constantly and rapidly increasing. It is a product, almost entirely, of a very recent date. Its character is not behind that of the literatures belonging either to the clerical, legal or medical professions. There are in the teachers' ranks men and women as richly endowed by nature, and as thoroughly prepared by education, as in any other position in life; and it is on account of such men and women as these, that teaching is beginning to be regarded as a creditable vocation. Our professional literature, our books and periodicals, the products of thinking, zealous, educated minds, is taking rank with the best classes of literary achievements.

But while this is the case, we regret to say that but comparatively few of our teachers devote any considerable time to professional reading. Many of them, too, have no books pertaining to their calling, and receive no educational periodical. It is really surprising, the carelessness of many teachers in regard to this matter. They declare themselves to be teachers, at county institutes and other educational gatherings they loudly assist in proclaiming the teacher's vocation a "learned profession," and all that, and yet, if *they* are to be taken as exponents of the profession, outside parties may well be excused for derisively wagging their heads at what they are pleased to call the "twaddle" of teachers' conventions. The teacher's is not yet a learned profession, and it never will be fully regarded as such until those who follow it for a livelihood, shall try to dignify and ennoble it by becoming themselves learned and professional.

The teacher must devote a part of his time to reading such works as pertain to his calling. He must support a professional press. He must acquire a library. In short, if he would have his profession, as he delights to call it, reflect honor upon him, he must endeavor to reflect honor upon it. Philosophers assure us that, as the moon shines upon the earth, so the earth shines upon the moon. In like manner, the honor of the teacher and of his profession is reflex and reciprocal. Let us strive to honor our vocation by reflecting upon it the glories of sound scholarship and superior literature, and we may indeed make it to be recognized as a learned and honorable profession, second to none in the popular esteem as in usefulness.

LANGUAGE.

THE morning of the seventh day of creation dawned upon a world teeming with animal and vegetable life, and presided over by intelligent man, made in the image of his Creator. Here we see not a something which gradually grew into being, as the result of fixed laws, but a stupendous miracle.

We read that by the Word all things were made, "and without Him was not anything made that was made;" now, in which of His miracles do we behold incompleteness? Was the wine he made at the marriage in Cana of Galilee inferior to that which the bridegroom furnished? Did He restore the son of the widow of Nain, Lazarus, and the ruler's daughter, to life but not to health? Did He leave the lepers cured or convalescing? Were not these and all His miracles a complete work? Since then in all His works we find nothing unfinished; nothing incomplete; nothing imperfect; why should it seem too much for our faith to believe that He at first endowed man with a full, complete and perfect language, capable of expressing every variety of thought.

Down the long vista of ages, we hear the voice of the Lord *talking* to the unfallen

Adam, "in the midst of the garden," as man talks to his brother. We see the whole animal kingdom passing before the eyes of their Lord and receiving from him their *names;* and when God brought to him the beautiful companion of his life, he called her *woman*, because she was taken from man; and *Eve*, because she was "the mother of all living;" and then, amidst the curses of sin, in the presence of the cherubims, who with flaming swords which turned every way to keep the way of the tree of life, we hear the glorious promise, "The seed of the woman shall bruise the head of the serpent." And yet in the face of all this evidence, some very learned linguists tell us that language at first existed in a very crude state, as if the Creator had left it to the inventive genius of man to build up this sublime structure; as if in taking from the glory of the Creator, they added to that of the creature. Which of these two theories does it require most faith to accept? MARY E. KELLY.

THE TEACHER'S DREAM.

A teacher sat when evening shades
Were deep'ning into night,
And, while he watched with weary eye
The glowing anthracite,

Of all his years of earnest toil
Despondingly he thought,
Because so little worldly wealth
That patient toil had brought.

The lawyer in the brown-stone house
Ne'er worked so hard as he,
Nor had he, as a scholar, won
The teacher's high degree.

And musing, half-resolved to leave
A calling that is deemed
Unworthy of more recompense,
The teacher slept and dreamed.

There seemed a wondrous change to pass
O'er all the land of Penn:
He saw before the teachers stand
Long columns of strong men.

'Twas an examination day
For voters in our State,
For each man to the polls must go
With his certificate.

Intelligence became the price
Of man's enfranchisement;
And beer saloons changed to school-rooms,
Where evening hours were spent.

He saw the teachers growing rich,
And heard policemen say,
As did the lawyers and the 'squires,
Their bus'ness "did not pay."

More wohdrous still! For governor
The fav'rite candidate
Was Thomas Brown, for he was deemed,
Best teacher in the State!

The dreamer woke—"I shall not see
On earth my dream fulfilled;
But life-long at the *base* I'll work,
Grandsons may higher build.

The time *must* come, because it ought,
When saviors of their race
May have their just dues; highest then
Will be the TEACHER'S place!"

Columbia, Pa. MARY SHOCH EVANS.

THE TEACHER AN ARTIST.

BY MISS HATTIE B. SWINEFORD.

ART is the creation of thought. This creative faculty—this love of the beautiful—inspires the chisel of the sculptor, the pencil of the painter, the ear of the musician, and the pen of the poet. The work of each is pervaded by this hidden influence of the infinite breathing life into the inanimate. If "art is God's revelation of the beautiful," then a cultivation of art will insure a deeper perception, a fuller appreciation of all that is true, and good, and beautiful in nature; but art must not only be an imitation, it must be the embodiment of an idea which will readily suggest itself to the beholder, and which, by reflection, will become food for subsequent trains of thought, thus elevating the mind above the natural tendency of the human heart. In the pursuance of this ennobling work is it necessary to deal only with inanimate objects? Is the teacher less an artist because his canvas is the immortal mind; less a sculptor because he, in a measure fashions bone and muscle instead of rude clay? Ah! the impressible mind of a child very much resembles the shapeless canvas of the painter—expose the latter to undue heat, moisture or any destructive external influence, and it is irreparably marred; so the mind of a child exposed to improper influences will imbibe destructive and lasting impressions. Great care is necessary in the selection of the first coat of color which is put upon the canvas in order to give the perspective of the picture its proper shading. Neglect of this precaution renders futile all further efforts of the artist to cover the defect; so the first impressions made upon the pliable mind of a child will baffle all future attempts to erase them. The painter carries in his mind a

general impression of his picture—months, even years are necessary to perfect this design—only the outlines are first dimly sketched, their proportions measured, before he proceeds to shade or color. He does not select colors according to their beauty or their brilliancy, but he takes into consideration their fitness to the subject, their relation to each other. So the thorough teacher conceives a plan of instruction suitable to the capacity of each pupil; he does not allow the scholar to pursue that course of study only which is agreeable to taste, but by a judicious selection he mingles the darker shades with the bright and more attractive, so as to make all harmonize. Thus the mind is strengthened by a close application to the less desirable, and elevated by the happy influences of the inspiring. As there are different orders of priesthood in the hierarchy of art so there are different degrees of capability and adaptation in the scale of instructors. The creative genius receives, as it were, his inspiration directly from the fountain head, and, by suggestion, imparts this revelation to the perception of others, but the art-imitator knows nothing of this soul-inspiring, innate longing for the infinite and unattainable. So the quondam teacher is prompted by other motives than a love of developing into forms of beauty and attraction the slumbering ideas of the mind. He only is the true educational artist who fully comprehends the capacities of his subject; so erases what is evil and reproduces what is good as to secure a fitness in the combination of parts which will best conduce to furthering the design of the great Creator. Let teachers aspire to the highest type in this sacred scale of art culture, and in the future we will see grouped together in the great art gallery of life such thoughts, feelings und resolves as shall not only contribute to present earthly happiness, but whose holy influences will in due time bring in the millennial dawn.

EDITORIAL DEPARTMENT.

Pennsylvania School Journal.

LANCASTER, MARCH, 1872.

J. P. WICKERSHAM. — J. P. M'CASKEY.

OUR CONTRIBUTORS.

OUR columns are filled this month with original articles so varied in matter and style, and withal so instructive, that we cannot but think the JOURNAL will be welcome to the tables of its readers.

In addition to the contributed articles which we print, we have on hand several others from valued correspondents and friends, for which we will find a place in future numbers. In the meantime, they must have patience with us.

As is well known, it has been a part of our ambition from the first to make the JOURNAL in reality the organ of teachers and friends of education in the State, that is, to so conduct it as not only to make it an exponent of their views, but to induce them to speak through it. The increased and increasing number of communications received, convinces us that success awaits us in this direction. The educational sentiment of the whole State is beginning to realize that it can find its best expression in the columns of the JOURNAL. Send in contributions, then. We may not be able to publish all of them, but we will publish all we can. Gradually poor ones will become good, and good ones will become better, until all working together and for interests which are mutual, we shall make the JOURNAL a source of pride to the profession and to the State.

It is proper to add that while our principal aim is to give place to articles written in our own State, we welcome now, as we have always welcomed, all the light we can get from without our borders.

PRESIDENT SARMIENTO.

HIS EFFORT TO LIFT UP A NATION.

ELSEWHERE in this number will be found a letter from President Sarmiento to Senator Sumner. It was written about the time he was leaving this country in 1868, to assume the duties of the high

office to which he had been chosen in his absence, that of President of the Argentine Confederation. The occasion that called it forth has passed away; the National Bureau of Education was saved, and is increasing in usefulness year by year; but the American people can ponder with ever-increasing profit the weighty words uttered by this distinguished foreigner and friend of our system of government, on the vital relationship existing between common schools and free institutions. "The visible sign," says he, "of the advanced North American system of government, is the *common school.*" And, further on, he remarks: "If, then, Republican institutions are to be diffused throughout the world, patriots, instead of making resolutions, should begin by founding common schools, in imitation of the United States, as the cement of their future constitutions." These thoughts furnish the key to the grand effort he is now making to lift up the Argentine Confederation and the other South American countries to a higher plane of civilization. It is our purpose here to give a brief account of some of these efforts. We cannot do more at present, but are not without hope that we may be able at no distant day to present our readers with full details from the pen of President Sarmiento himself.

During the whole seven years of his residence in this country as Minister of his government, President Sarmiento was a close student of our institutions. Unlike many shallow politicians, his attention was mainly directed to the fundamental principles that are the source at once of our liberty and our prosperity. One of these he found in universal education, and he attended numerous teachers' and superintendents' conventions, visited many schools, and informed himself by reading educational journals, reports and books. He spent several weeks at Harrisburg, studying the school system of Pennsylvania, with which he was exceedingly well pleased, and carried with him to South America full sets of all the forms used by the School Department of our State. His views were too broad, however, to consider schools the only agency necessary to the prosperity of a people, and he spent much time in acquainting himself with the character of our various industries. He visited iron and coal mines, oil wells, mills, furnaces and factories. He was a frequent visitor at State fairs, and never seemed better satisfied with himself than when engaged in the examination of machinery—especially machinery for the farm. All this was done in order that he might be useful to his people. He hoped that by employing the means to which this country owes its freedom, its prosperity and its power, to be able to make a second United States out of the nation, the apostle of whose civilization God seems to have called him to be.

Upon leaving this country, President Sarmiento quietly procured and took with him at his own expense all our principal articles of school apparatus, many engravings of our best school buildings, and a large number of specimens of our most approved school books. And he did not stop here. Knowing that the work he contemplated could not be done with these dead implements, he induced quite a number of live teachers to accompany or to follow him. The writer of this article was offered a high position and a large salary to be one of this number, and he has within a month been tempted with a still more generous proposition.

Free schools have now been established in almost every province of the Confederation, and a number of them are taught by the teachers who went from the United States. Other teachers, receiving at the same time a subsidy from the government, teach private schools.

Buenos Ayres has in operation a good system of public graded schools, and Minister Avellaneda, in a recent report, thus speaks of education in the several provinces: "The provinces coöperate in the good work. San Juan gained the prize of $10,000 for having one-tenth of its population attending schools, and devotes the money to the establishment of upper schools. Entre Rios, under the administration of the late General Urquiza, spent the entire subsidy from the Federal government in new colleges. Salta is building a splendid structure of this kind, and Tucuman has voted three times its usual sum for educational purposes. Corrientes has subscribed $4,000 to bring out school books and furniture from the United States. Rioja has arisen from a lethargy of generations, and in every part of the republic the preaching of Sarmiento has called into life new schools and an incipient thirst for improvement."

Prof. George L. Sterns, of Massachusetts, is at the head of the national normal school established at Parana, in the province of Entre Rios, and is meeting with marked success. The new national college at Corrientes, under Dr. Fitzsimmons has in the

neighborhood of 200 students. Night schools have been established in Buenos Ayres, Salta, and Santiago del Estero, each of which is well attended. A Kindergarten has been opened in Buenos Ayres. Public libraries have been established in many of the provinces. Dr. Gould, formerly of Cambridge, Massachusetts, assisted by Professor Miles Rock, of Lancaster, Penna., are engaged in the astronomical observatory at Cordoba. In the old university of that city, too, there are three imported German professors, filling the chairs of chemistry, mineralogy and botany.

Still, while the president and the officers he had appointed for the purpose are doing all that can be done to put in operation a system of education, the work goes on very slowly. The obstacles met with are very formidable. The minister of public instruction estimates that 350,000 of the 427,000 children in the Confederation either do not attend school at all or receive only the simplest rudiments of an education. An intelligent observer on the ground writes: "Education in this country is at a low ebb. Profound ignorance prevails generally. There is no general instruction of the people except the repetition of the Roman catechism and Ave Marias and the like. Most of the upper class are doctors of law, with no knowledge outside of a lawyer's office routine, and priests whose knowledge is limited to a little church Latin." And further, "When Sarmiento became president, this enlightened man founded a school system, imported teachers and opened schools, but it is too soon to expect results. Sarmiento will not live to see the fruits of his efforts. It will take generations to elevate a people sunk so low in ignorance and superstition." He adds, "Such a people are a dead weight to lift to a better culture and a higher life. The results will not equal Sarmiento's efforts, but the greater the obstacles the more noble the efforts. It is safe to predict that advance and improvement can only take place here by breaking the priestly power. The masses are now in abject priestly enslavement. I will merely intimate that a few enlightened, far-seeing men in the country understand this problem and count upon a free school system as the main agent in its solution. It may not be for many years, but future generations will one day arise and call Sarmiento blessed. Thank God for the COMMON SCHOOL—the preserver of North American liberty and the destined creator of that of South America, for the latter exists as yet only in name."

Some of the North American teachers have been obstructed in their work and maltreated by a low order of priests and the ignorant rabble that does their bidding. To show how the president protects his teachers we feel at liberty to relate the following incident: On the 24th of October a North American teacher was walking the streets of a certain city, when he was met by a religious procession. A priest ordered him to take off his hat and kneel down, which he refused to do, but hurried out of the way of the procession. The priest and his attendants followed, overtook him, pulled off his hat, forced him to the ground, bruised him badly, and would probably have done him worse injury if the soldiers had not rescued him. It so happened that the president visited the town the very next day, and to show what he thought of such conduct, and as a rebuke to the priests and their tools, he called at the house of the maltreated teacher, with an open carriage, and rode with him in it through the streets of the city, and afterward took a boat ride with him on the lake. A spectator says: "So you see Sarmiento, besides being noble, is also equally brave, and is ready at the risk of his own life to beard the priestly lion in his very den."

But the President of the Argentine Republic does not devote his whole attention to the school interests of the country which he so wisely rules. Like a true statesman, he is doing everything in his power to develop all the resources of his country.

One of his projects is to check the nomadic life of the cattle-growers of the pampas. The experiment the government permitted him to make, when senator, in 1858, at Chivilcoi, having proven a complete success, will be repeated at other places. The experiment referred to consisted in taking an extensive tract of land used simply as a pasture ground for great herds of cattle, and dividing it into small farms, and then, in the midst of them, laying out a town with broad streets and planting them with rows of trees. The town grew rapidly, and soon had churches, school-houses, a bank, a railroad station, etc., thus introducing an entirely new life, and with it the opportunities of a higher civilization, to the barbarians of the plains.

New lines of steamboats have been placed upon the La Plata and other rivers.

Four hundred miles of railroad are now in operation, and two hundred miles more are in course of construction. And in addition to this, seven new lines have been projected.

This development is due in good part to North American enterprise, encouraged by the president.

A new impetus has been given to commerce. Movements are on foot to establish certain kinds of manufactories, and the beginning has been made to open up the mineral wealth of the country. But while none of these interests are neglected, the president feels that special attention should be given to the improvement of the present modes of farming. Churches, schools, the advantages arising from social intercourse, are almost impossible to the nomadic Gauchos, of whom much the greater part of the population of the interior consists. These wild men must be trained, it is thought, by inducing them to become farmers in the North American style.

Looking to this end, there was held during the past autumn, at the city of Cordoba, situated near the fort of the Andes, an international, agricultural and mechanical exhibition, the first institution of the kind ever held in this part of South America, and, for ought we know to the contrary, in any part of it. The work was managed by a committee of prominent citizens, and the Government gave in aid of it several hundred thousand dollars. The buildings and grounds of the exhibition were admirably adapted to the purpose (a photographic view of them appears in *Appleton's Journal* for December), and every care was taken to make the exhibition a success. Our Washington government sent a considerable quantity of seeds and other articles, and many citizens of the United States were exhibitors at the fair. President Sarmiento opened the exhibition on the 15th of October with an address, which is spoken of as a noble effort. He has chosen this way of teaching his people the grand lesson of progress.

It may be true that the great man whose efforts to lift up his people to a higher level we have just outlined, may not live, as has been said, to reap the fruits of his labors; but his mission is a noble one, if like Moses, he shall be able to lead them within sight of the Promised Land. No statesmanship is worthy of the name whose end is not one of pure patriotism.

SUPERINTENDENT YOUNG, of Lehigh, was presented with a handsome gold watch and chain by the teachers of his county at the recent institute.

EDUCATION IN THE NATION.

REPORT OF THE COMMISSIONER.

WE are indebted to Gen. Eaton, National Commissioner of Education, for an advance copy of his report for the year 1871. It fills seven hundred and fifteen closely printed pages, and touches upon almost all the educational topics now before the country. It is full of facts and figures—a rich mine indeed which is not likely to be soon exhausted. We expect all through the year to work it for the benefit of our readers.

The report of the Commissioner proper occupies sixty-four pages. A multitude of subjects are spoken of. Those of most interest are "Education in the Southern States," "Education of the Indians," "Education and Crime," and "Statistics of Illiteracy." Some valuable statistical statements will be found below.

BENEFACTIONS TO EDUCATIONAL OBJECTS.

It is believed that the unsolicited contributions by private citizens for the educational interest of the community, are without a parallel in any other country in the world.

In California these gifts amount to $2,000,000; in Connecticut to $845,665, of which Yale College receives $319,865; in Georgia, $1,000; in Indiana, $537,025; in Illinois, $391,000; in Iowa, $75,000; in Kansas, $50,000; in Louisiana, $1,090; in Massachusetts, $2,502,000, of which Harvard College receives $460,000; in Minnesota, $50,550; in Missouri, $205,000, entirely for Washington University, St. Louis; in Michigan, $15,000, in New Hampshire, $168,000, of which Dartmouth College receives $121,000; in New Jersey, $323,500, of which Princeton College receives $223,500; in New York, $765,000; in Ohio, $23,250; in Oregon, $5,000; in Pennsylvania, $312,000; in Rhode Island, $24,000; in South Carolina, $13,000; in Tennessee, $4,000; in Virginia, $45,000; in Wisconsin, $80,000; making a total of $8,435,990.

Of these individual donations two were of $1,000,000 or over; twenty-three were of $100,000 and over; fifteen of $50,000 and over; eleven of $25,000 and over; twenty of $10,000 and over; and thirty-three of $1,000 and over.

In the following States no individual benefactions amounting to $1,000 were reported: Alabama, Arkansas, Delaware, Florida, Kentucky, Maine, Maryland, Nebraska, Nevada, North Carolina, Texas and West Virginia.

NORMAL SCHOOLS.

There are in the United States 51 normal schools, supported by 23 different States, having 251 teachers, and 6,334 pupils; 4 supported by counties, with 83 pupils; 16 city normal schools, with 112 teachers, and 2,002 pupils; all others, 43, supported in various ways, with 80 teachers and 2,503 pupils; making a total of 114 schools, with 445 teachers, and 10,922 pupils.

EDUCATION AND CRIME.

A table of ratios shows that there was in 1870, one homicide to every 56,000 people in the Northern States, one to every 4,000 in the Pacific States and Territories, and one to every 10,000 in the Southern States.

In 1866 there were 17,000 persons reported in the prisons of the United States; but the statistics on this subject are very imperfectly kept, prisons and reformatories, in some parts of the country, keeping no record of the intelligence of the persons committed. In New England these statistics have, in some cases, received considerable attention, and an able writer who furnishes an accompanying paper, has drawn the following conclusions:

1. At least 80 per cent. of the crime of New England, is committed by those who have no education, or none sufficient to serve them a valuable purpose in life. In 1868, 28 per cent. of all prisoners in the country were unable to read or write. From 3 to 7 per cent. of the population of the United States commit 30 per cent. of all our crime, and less than one-fifth of one per cent. is committed by those who are educated.

2. As in New England, so throughout all the country, from 80 to 90 per cent. have never learned any trade or mastered any skilled labor; which leads to the conclusion that "education in labor bears the same ratio to freedom from crime as education in schools."

3. Not far from 75 per cent. of New England crime is committed by persons of foreign extraction. Therefore 20 per cent. of the population furnishes 75 per cent. of the criminals. It is noticeable, however, that "the immigrant coming hither with education, either in schools or labor, does not betake himself to crime."

4. From 80 to 90 per cent. of our criminals connect their career of crime with intemperance.

5. In all juvenile reformatories 95 per cent. of the offenders come from idle, ignorant, vicious homes. Almost all children are truant from school at the time of their committal; and almost all are children of ignorant parents. These children furnish the future inmates of our prisons; for "criminals are not made in some malign hour; they grow." In the face of these facts, what can be said but this: "Ignorance breeds crime; education is the remedy for the crime that imperils us."

ILLITERACY.

The Commissioner has prepared from advance sheets of the census a variety of statistics of illiteracy.

A table giving the nativity of illiterates in the United States in 1870 shows that there is an aggregate of 777,864 foreign illiterates, of whom 665,985 are in the Northern States and Territories, and 72,383 in the Southern States; that there is an aggregate of 4,882,210 native illiterates, of whom 790,118 are in the Northern States, 74,504 in the Pacific States and Territories, and 4,117,589 in the Southern States, making a grand total of 5,660,074 illiterates in the entire country.

A second table shows that of every 10,000 inhabitants in the whole Union, there are 8,711 whites, 1,266 colored, 16 Chinese and 7 Indians, the colored race being in excess only in the States of Louisiana (2,145), South Carolina (126,147) and Mississippi (61,305).

A table showing the illiteracy of the white race and colored race gives a total of 2,879,543 of the former, and 2,763,991 of the latter.

The illiteracy of the Northern States, including all persons 10 years old and over, is thus compared:

Maine	19,047	Indiana	127,015
New Hampshire	9,926	Wisconsin	55,205
Vermont	17,700	Illinois	133,573
Massachusetts	97,724	Minnesota	24,043
Rhode Island	21,901	Iowa	45,669
Connecticut	29,588	Nebraska	4,835
New York	241,152	Kansas	24,340
New Jersey	54,683	California	27,074
Pennsylvania	222,351	Oregon	3,501
Ohio	173,149	Nevada	674
Michigan	51,304		

In the Southern States the illiteracy of the whites and colored is thus shown:

	White.	Colored.
Delaware	11,280	11,820
Maryland	46,792	88,703
District of Columbia	4,876	23,843
Virginia	123,538	322,236
West Virginia	71,493	9,997
Kentucky	201,077	131,050
North Carolina	191,961	205,032
Tennessee	178,727	185,941

South Carolina	55,168	235,164
Georgia	124,935	343,641
Alabama	92,059	290,898
Florida	18,904	52,894
Mississippi	48,028	264,723
Missouri	161,763	60,622
Arkansas	64,095	69,222
Louisiana	50,749	224,993
Texas	70,895	150,617
Total	1,516,339	2,671,396

The illiteracy of the white male adults or those qualified to vote is thus divided among the States:

Maine	6,516	Oregon	1,085
New Hampshire	3,361	Nevada	474
Vermont	6,867	Delaware	3,466
Massachusetts	30,920	Maryland	13,344
Rhode Island	5,922	Dis't of Columbia	1,214
Connecticut	8,990	Virginia	27,646
New York	73,201	West Virginia	15,181
New Jersey	14,515	Kentucky	43,826
Pennsylvania	61,350	North Carolina	27,557
Ohio	41,439	Tennessee	37,713
Michigan	17,543	South Carolina	12,490
Indiana	36,331	Georgia	21,899
Wisconsin	17,637	Alabama	17,429
Illinois	40,801	Florida	3,876
Minnesota	8,034	Mississippi	9,357
Iowa	14,782	Missouri	34,780
Nebraska	956	Arkansas	13,610
Kansas	5,994	Louisana	12,048
California	12,362	Texas	17,505

A table of ratios of illiteracy is given showing that in proportion to the total population of the grand divisions, Northern, Pacific, and Southern, the total illiteracy of the Northern is about one-half of that of the Pacific, and less than one-fifth of that of the Southern; that the native illiteracy of the Northern divisions is less than one-tenth of that of the Southern; that the white illiteracy of the Northern is less than one-half of that of the Southern; that the colored illiteracy of the Northern is about one forty-eighth part of that in the Southern; and that in the Southern division the adult male illiteracy is nearly four and one-half times, and the total minor illiteracy more than ten times as great as that in the Northern division.

The appendix to the report occupies some seven hundred pages and contains abstracts of State and Territory reports, an account of the efforts being made to educate the Indians, papers on a number of subjects by gentlemen specially qualified to discuss them, and one hundred and thirty-seven pages of statistical tables.

The report as a whole is creditable to the Bureau and will do good. We hope it will be largely circulated. If allowed to criticise, we would say the report attempts to do too much, is over-crowded with matter, takes more into its stomach than it thoroughly digests. There is also in some parts of it a want of logical arrangement, and we miss certain practical suggestions concerning the collection of statistics and the working of school systems which we had looked for. But in saying these things, we are not unmindful of the obstacles the Bureau has encountered in its work, and we feel grateful to the Commissioner and his assistants for what has been done.

EDUCATION IN CONGRESS.

A PROPOSITION TO APPLY THE PROCEEDS OF THE PUBLIC LANDS TO THE EDUCATION OF THE PEOPLE.

A BILL was introduced in Congress in January last, by Hon. L. W. Perce, of Mississippi, chairman of the Committee on Education and Labor, and passed in the House of Representatives after a protracted discussion, February 8th, which provides for the application of the proceeds of the of the public lands to the support of the public schools of the nation. The following is a summary of its most important provisions:

Section first provides "that the net proceeds of the public lands of the United States are hereby forever consecrated, and set apart, for the education of the people."

Section third provides that one half of the proceeds for each year shall be invested and constitute a perpetual fund, to be known as the "National Educational Fund."

Section fourth requires the National Commissioner of Education "to apportion to the several States and Territories, and to the District of Columbia, upon the basis of the population of the said States and Territories, between the ages of four and twenty-one years, one-half the net proceeds of the public lands for the previous year, together with the whole amount of the income of the said educational fund so certified, such apportionment to be according to the last preceding general census of the United States; provided, however, that for the first ten years the distribution of the said fund to and among the several States and Territories, including the District of Columbia, shall be made according to the ratio of the illiteracy of their respective populations, as shown from time to time by the last preceding published census of the United States."

Section fifth entitles each State and Ter-

ritory to a share in the distribution, on condition that its Legislature shall engage to provide by law for the free education of all its children between the ages of six and sixteen years, and will apply all moneys which it shall receive under the act in accordance with its conditions.

Section sixth allows a portion of the money distributed to be used for the maintenance of schools for the instruction of teachers.

Section seventh makes certain conditions on the part of the States and Territories necessary to entitle them to share in the distribution; among them a report to the National Commissioner of Education.

A proviso to section eighth enacts "that no moneys belonging to any State or Territory under this act shall be withheld from any State or Territory for the reason that the laws thereof provide for separate schools for white children and black children, or refuse to organize a system of mixed schools."

Section ninth makes it the duty of the proper State officials to appropriate the money allowed under the act, and to apply it solely to the payment of teachers' wages.

Section eleventh and twelfth provide for punishing the misappropriation of the fund.

This is an outline of the bill as it passed the House of Representatives. It will probably undergo modification in the Senate.

It is estimated, we are unable to say with how much accuracy, that the amount to be annually distributed under the provisions of this bill would average some $1,500,000, and, in addition, there would accumulate in the United States treasury a fund devoted to educational purposes, which in fifty years would amount to $75,000,000.

The share of Pennsylvania after the first ten years would be about one-tenth of the whole, or $150,000 per annum. For the first ten years much the greatest part of the grant would go to the South, where the greatest amount of illiteracy exists.

The settled views we entertain in opposition to the policy of adopting any scheme of national education make us look with some degree of distrust upon all Congressional action concerning education; but we must confess that even looked at in this spirit we do not find much in Mr. Perce's bill as it passed the House, with which we can find fault.

The proceeds of the public lands cannot be devoted to a better purpose than to the education of the people, and, as things now are in Washington, the Government probably could not do better than to dispose of the whole public domain at once. Several hundreds of millions of acres have been given away to great railroad monopolies, many of which, subsidized in this way, will eventually prove a curse to the nation; and greedy speculators have in addition, by some means, obtained vast quantities of land, and await like cormorants, for their prey, the passage of multitudes of land-grant bills now pending in Congress. This land-grant legislation has probably done more to corrupt and demoralize members of Congress than all other causes put together, and it would be vastly better for the Government to sell the lands and throw the money into the sea, than to keep them as a constant temptation to the grasping and the venal. Besides, there is something noble in consecrating a domain, which was pronounced by Mr. Shellabarger in the debate, "the grandest that is now upon this planet belonging to any one Government," to the grandest of all causes, that of the universal education of the people.

—Since writing the above, we have learned that the passage of the bill would not interfere with the land-grabbing business, and in consequence we have lost much of our interest in the matter.

THE PUBLIC SCHOOLS OF MARYLAND.

We gather the following statistics concerning the public schools of Maryland from the late report of Prof. M. A. Newell, President of the Board of State Commissioners:

Average number of schools reported, 1,390; total number of scholars enrolled, 80,829; average number enrolled, 57,588; average number of scholars in daily attendance, 35,949; number of teachers, 1,691; average number of months schools were open, nine and two-elevenths; amount received from the State for school purposes, $354,644.83; amount raised by local taxation for school purposes, $302,640.80; cost of teachers' salaries, $510,155.06; cost of building, furnishing and repairing school houses, $75,015.02; amount paid to colored schools, $4,611.40.

The above does not include the school statistics of Baltimore, where the number of scholars was 34,854, and the expenditures for school purposes, exclusive of the cost of buildings, was $386,027.81.

The following changes in the school law of the State are asked for:

1. A county tax of fifteen cents on the hundred dollars, at the discretion of the county boards of school commissioners, instead of ten cents, as at present allowed.

2. The appointment of teachers to be given to the county boards of school commissioners, instead of the local boards, as at present.

3. Some further provisions for the gradual education of the colored children of the State.

4. The building of a suitable house for the State Normal School.

5. The transfer of the academic donations to the several boards of county school commissioners for the purpose of establishing and maintaining a high school in each county.

The report states frankly that little has been done for the education of the colored people, but insists strongly that more ought to be done. We quote in full the paragraphs relating this subject:

"The law requires that all the taxes paid for school purposes by the colored people of any county shall be set aside for maintaining schools for colored children, but this amount is so small as to be practically worthless. The law also authorizes the several boards of county school commissioners to appropriate such additional sums as they may deem proper for this purpose. But the boards have no surplus revenue. All their funds are needed (and more is urgently demanded) for the support of the white schools. Consequently the "additional appropriations" have been very small. The following are the only amounts reported as paid to colored schools during the year: Allegheny, $200; Anne Arundel, $294.79; Baltimore, $207.72; Calvert, $24.72; Caroline, $204; Carroll, $162; Charles, $132.96; Dorchester, $457; Frederick, $288.75; Harford, $58.80; Kent, $387.48; Queen Anne's, $715; St. Mary's, $65; Somerset, $86.77; Talbot, $190.78; Washington, $658.21; Wicomico, $357.42; Worcester, $120. Total, $4,611.40.

"This amounts to but little more than nine cents a head, for the colored population of a school-going age. Baltimore city is excluded from the calculation, having fully organized a system of colored schools, and having appropriated for their support during the year $30,000.

"The State school tax is distributed to the several counties in proportion to the population, white and colored, between the specified ages, a sum which, if it could be spared, would be sufficient for the current expenses of such elementary schools as would be necessary at first. There is no argument in favor of the education of the people that does not apply with equal or greater force to the education of colored people, now that they are free, and are by law entitled to the elective franchise. Every consideration of public policy, of philanthropy and of justice demands that a beginning should be made in this direction as soon as the finances of the State will permit. The following extract from an editorial in the Baltimore *Sun* of September 1st, gives forcible expression to the sentiments of a large majority of the thinking men of Maryland:

"We had supposed that the very necessity for the existence of State schools and for State legislation upon the subject of education arose from the obligation society is under to protect itself against those inevitable consequences and attendants of ignorance, pauperism and crime. From what quarter are these evils more to be apprehended than from the intellectual debasement and destitution, if suffered to continue, of that large class of our population who, without property or means to educate themselves, dependent upon their own daily toil for their daily bread, and constituting no inconsiderable part of the productive labor of the State, have lately been admitted first to freedom, and still more recently to an equality of civil and political rights? How far society even pretends to do its duty by this class let the state of things in many counties of the State answer. That there is a better appreciation of public education than formerly, we are glad to admit; but we hope yet to see our people even more thoroughly aroused on this subject, and our legislators, county commissioners, and school boards manfully exerting themselves to do all that the State can possibly, rightfully and fairly be called upon to do in this behalf.'"

Topics of the Month.

At the last meeting of the Pittsburgh Teachers' Association, the question of compulsory education was discussed, Superintendent George J. Luckey making the opening address, strongly advocating the adoption of such a law by our State Legislature. The prevailing feeling was in favor of the proposition, though a few spoke against it.

Mr. James L. Harrison, principal of the 13th ward schools, read a paper on "Normal Schools," in which he severely criticized the course of instruction and manner of imparting it of some normal schools. He maintained that the success or efficiency of such schools was best seen in their graduates, and plainly intimated that this test would show some of them to be inefficient. He advocated the utility of normal schools, but desired to see them producing a better corps of embryo teachers.

Prof. J. H. Crumb, of the Central High School, replied to Mr. Harrison, and the discussion was participated in by several others.

ALLEGHENY CITY.

The regular monthly meeting of the Allegheny Teachers' Association for January was held in the Fourth Ward school hall. The regular order of exercises was dispensed with in order to give Prof. John Davis an opportunity to exhibit the Planetellus, a truly wonderful and useful astronomical apparatus. It represents the movements of the heavenly bodies comprising the solar system in a remarkably correct manner, all revolving together, thus giving a "bird's eye view" of the different phenomena of the whole

system. Prof. Davis' lecture was highly interesting and instructive. A vote of thanks was tendered him for the treat he had afforded. Prof. Davis has labored thirty years on this invention, and has testimonials from many eminent instructors and scholars. He has only the one Planetellus manufactured as yet, and is giving lectures to schools, churches and societies with great acceptance.

BOARD OF CONTROLLERS.

This body met Tuesday evening, Feb. 6th, and organized by reëlecting the following officers: President, Rev. Jos. King; secretary and receiver of taxes, C. W. Benney, Esq. Mr. Benney receives a salary of two thousand dollars for his services.

SCHOOL LIBRARY.

In my last, mention was made of the appointment of a committee by the Board of Controllers of Allegheny City, who were instructed to complete the transfer of the library belonging to the Library Association. At the meeting of the board held January 2, the committee, through their secretary, Wm. M. Claney, reported that they had performed the labor assigned them, aud that the library was now the property of the board.

The report was received and unanimously adopted, and a committee appointed to secure such additional legislation as may be necessary for the efficient management of the library, as also a standing committee on library, consisting of one member from each local board. M. B. Sloan was appointed librarian until the board might be able to secure a suitable person to fill the position permanently. This library, with such additions as may be made to it from time to time, must be of great value to the youth of the city. Already it is liberally patronized by teachers and scholars. It is centrally located and in a large and beautiful room. Besides the books, all the leading magazines, together with a large number of papers from different parts of the country, may be found upon its tables.

NORMAL SCHOOL.

A. T. Douthett, county superintendent, was present and made a statement concerning the proposed State normal school for the Eleventh Normal School District, embracing the counties of Allegheny, Beaver and Butler. Jas. Kelly, Esq., has offered to give ten acres of land at Wilkensburg for the purpose, provided such a school be located at that place. This is equal to fifty thousand dollars, and certainly speaks well for the donor. A vote of thanks was passed to Mr. Kelly and the following members appointed a committee to confer with Mr. Kelly and parties in Beaver and Butler counties: Rev. Jos. King, D. L. Smith and R. C. Loomis. This looks like "business," and it is earnestly to be hoped that it will be pushed to a successful issue.

COUNTY INSTITUTE.

Superintendent A. T. Douthett has begun to make arrangements for the county institute, to be held the first week in April. For several years past it has been held in the school house of the Fourth Ward, Pittsburgh, and I presume it will be held there this year also. Every effort will be made to have it maintain its reputation as one of the best conducted institutes in the State.

M. B. SLOAN.

PHILADELPHIA.

NORMAL SCHOOL COMMENCEMENT.

THE commencement exercises of the Girls' Normal School of Philadelphia took place on Monday evening, January 29th. The *Press* thus speaks of the preliminaries connected with them:

Last evening was gathered at the Academy of Music one of the largest audiences that has ever been collected within its capacious walls. From pit to dome not a seat was unoccupied, even the hard benches up in 'Paradise' being crowded with a throng of smiling and happy people, who forgot the discomforts of their situation in the interest with which they watched the performance going on before them upon the stage.

The occasion of the immense gathering was the semi-annual commencement of the Girls' Normal School of Philadelphia.

The stage was set with a beautiful forest scene, reaching out into a lovely vista of hill and vale, o'er which fell the soft, warm light of a setting sun.

On the front part of the stage were arranged four semi-circular rows of chairs, on which were seated the members of the graduating class of the school, fifty-nine in number, all of whom were dressed in robes of snowy white, without one glimmer of color to mar the purity of their attire.

At the flanks of the semi-circle thus formed were the members of the Board of Education, while in its center sat Professor George W. Fetter, principal of the school. In the rear of the graduating class rose tiers of benches, on which were seated the non-graduating members of the school, their white dresses being relieved by gay-colored ribbons and bouquets of bright flowers.

The effect of all this from across the house was beautiful in the extreme, and was a sight which, once seen, could never be forgotten.

The music of the occasion was under the direction of Professors Jean Louis and Charles Everest,

the instrumental accompaniment being furnished by the celebrated orchestra of Mr. Mark Hassler, and was of the most excellent description.

The exercises were opened by prayer by Rev. W. T. Eva.

Then followed recitations and essays, by a number of young ladies of the graduating class. The class numbered fifty-nine, and is, as a whole, considered one of the best ever graduated at the school. The exercises gave entire satisfaction to the friends of the school and the large audience, as was evidenced by hearty applause and showers of bouquets.

Prof. George W. Fetter, the principal of the school, delivered a neat and appropriate address to the class, and presented each member the diploma awarded by the institution.

M. Hall Stanton, Esq., president of the Board of Control, awarded the teachers' certificates, and accompanied the presentation with the following remarks:

LADIES AND GENTLEMEN: The school in whose commencement exercises you to-night participate is an institution too well and too favorably known in this community to require any extended eulogium from me. Its position is the very center of our public school system. Charged with the very important duty of qualifying and bringing forward a constant succession of properly-trained professional teachers, its importance in the system, and to the people of this city, cannot well be over-estimated or too highly appreciated. Again, the Philadelphia Normal School, by its complete and thorough course of instruction, provides for woman an education which can elevate her above the mere accomplishments and graces, and give to her mind that breadth and completeness of development to which its native endowments unquestionably entitle it. Let me, therefore, my friends, commend this school to your fostering care. It performs its two-fold mission well. Look to it, that before the expiration of another year our people may be able to boast of a new normal school edifice, commensurate with the urgent necessities of the institution and the dignity of our city.

Now, young ladies, the Board of Public Education have, after due and rigid examination, found you qualified to teach in the public schools of the first district, and it is so certified in the documents just placed in your hands. To-night you have a double triumph. With your "Certificates of Qualification" as teachers, you at the same time bear away that of which any lady in the land might well feel proud—the diploma of the Girls' Normal School of Philadelphia.

It has been expressed by an eminent mind: "There is no office higher than that of a teacher of youth, for there is nothing on earth so precious as the mind, soul and character of the child. No office should be regarded with greater respect." May God speed you, young ladies, upon your noble mission of instructing the young.

Miss Ella S. Weiser received by the hands of Mr. Stanton a very handsome copy of the works of Shakespeare, as the best scholar in the class. Miss Weiser also wrote the valedictory address, but it was read by Miss Mary McCurdy.

APPROPRIATIONS.

The councils of Philadelphia have, after much delay, appropriated $1,406,019.02 to defray the expenses of the public schools for the current year. This appropriation includes $5,000 to the School of Design for Women; $3,000 to the Superintendent of Buildings, and $1,800 to the Superintendent of Music. The appropriation to pay the salary of a general superintendent of schools was stricken out.

ERIE.

A number of our cities and boroughs now publish school reports for the year in pamphlet form. The report of the city of Erie for the past year is contained in a neat pamphlet of forty-eight pages. We take a few extracts from the report of the city superintendent to the school board:

TEACHERS' INSTITUTE.—The semi-monthly gathering of the teachers has been a positive force in the development of our schools. The Institute is valuable: First, socially; teachers meet and talk over school matters, each receiving spirit and strength from the others. Secondly, as a professional school; topics concerning theory and practice of teaching, school government, etc., etc., come up, benefiting all, especially the younger teachers. Thirdly, as a practical feature in the general management of the schools, enabling the superintendent to make explanations and suggestions that effect the teachers as a body. Fourthly, as a means of general culture.

The year's work consisted of exercises in the pronunciation of the continental languages, English words liable to be mispronounced, fundamental principles of chemistry, physical and political geography of great rivers, English grammar, arithmetic, theory and practice of teaching, and school management.

ATTENDANCE.—Nothing in the history of the schools gives such positive proof of their healthful growth as the improvement made in regular attendance. In the superintendent's report for the year ending July, 1867, the per cent. of attendance is given as 80.3, with the following remark:

There has been a gain of nearly ten per cent. over previous years. This improvement springs from a more complete gradation, better classification, and the efforts of the teachers to bring up the character of the schools.

DISCIPLINE.—Corporal punishment was abolished at the beginning of the year. For several years before the new rule was adopted by the board, the schools had been managed with but little use of the rod, each case of punishment being recorded and reported to the board. So to pass from little corporal punishment to none was not a very difficult matter.

That the new regulation did not prove a success in every case is plain. The instructions of the superintendent were that no means of school discipline causing physical pain, or *the fear of it*, could be used.

It is not claimed that this construction was always lived up to, for it cuts off many methods of punishment that are quite commonly classed under the head of "moral suasion."

The new rule has made it harder for the teacher, on account of the lack of coöperation on the part of parents. Too often, when a pupil became persistent in wrong-doing, and he was sent to his parents for correction, the offense was practically overlooked, the rule denounced, and the child was openly told that it was the teacher's business to punish him when he did wrong in school, and not to send him home to bother his father and mother! Teachers received notes, and personal appeals from parents, requesting them to whip their children.

Still, the average discipline of the schools during the year was better than for the year previous. This, in some cases, was due to change of teachers, but I am satisfied that those departments that were lax in discipline would have been no better, if not worse, had the rod been in use.

PROGRESS.—The progress made during the past few years may be placed under the following general heads: Better attendance in regularity, and increased enrollment in proportion to the population of the city; greater interest of patrons and pupils; improved method of instruction; more time spent in matters of practical account; more system in management, hence better order; the raising of the grades of study—children of seven and eight doing easily what was done with difficulty by those of nine and twelve, a few years ago; the introduction of singing, and the establishment of a high school, with an active and high-toned literary society.

WANTS.—Saying nothing of the advantages of good schools, it is a "paying investment" to make schools as efficient as possible. The towns and cities of our country noted for their material growth and commercial standing are foremost in the work of education. Thorough and liberal schools develop home talent, and attract the most worthy class of people that may be seeking a change of residence.

The prospects of Erie are bright; pushing our schools to a higher state of excellence will be a power in realizing these prospects.

NORMAL SCHOOL MOVEMENTS.

THE normal school movement at Indiana has taken a fresh start and success seems now to be an assured thing. The stock actually subscribed amounts to $53,200, and, it is thought it can be easily run up to $60,000. This, with the amount already appropriated by the State, will make the sum to begin with $75,000. Well done, Indiana! But, broadly considered, no investment will pay better.

The Cumberland Valley Normal School at Shippensburg is under roof, and contracts are about being made for heating, lighting and ventilating. The trustees wish to open the school next September. They are now somewhat crippled for the want of funds, but the public-spirited people of that district will not, we feel sure, allow the enterprise to be long delayed from that cause.

A movement is on foot to induce the Legislature to pass an act dividing the Eighth district. The object is to convert Carrier Seminary, at Clarion, into a normal school.

What is Lock Haven doing?

DECORATING SCHOOL-HOUSES.—A correspondent of the Lancaster *Inquirer*, writing of West Cocalico district, Lancaster county, makes the following sensible remarks concerning the subject of decorating school-houses. West Cocalico was a non-accepting school district up to the year 1867. It gives us, as well as the writer of the article, much pleasure to note a matter so much to the credit of the township:

The walls of most of our school-rooms are adorned with beautiful pictures and engravings, a fact which it affords us pleasure to record. Pictures are great educators, not only in the way of a cultivation of taste, but in the development of many of the finer sensibilities of character. When we consider the refining influence of a beautiful picture upon a school, we wonder that all the school-houses of the land are not supplied with pictures. In whatever manner the school-room is adorned and beautified, it is usually done through the taste and at the expense of the teacher, whose salary is generally small enough, without any expenditure for such a purpose. If it is the duty of school directors to supply the schools with outline maps and various school charts, it is equally their duty to relieve the deadness of the bare walls by the brightening effects of a beautiful picture. If windows are necessary to the admission of the sunlight of heaven into the school-room, pictures are just as important to the admission of the sunlight of virtue, truth and morality into the hearts of little children. The sense of the beautiful is innate in every child, and nothing so much serves to attach children to the school-room, and causes them to love it, as the brightening and refreshing effect of beautiful pictures. Let the work, then, of school-room decorations, and the expense, be incumbent upon the directors, and not upon the teacher. Directors, think of this.

SMITHFIELD, BRADFORD COUNTY.—"Among the many signs of progress in this town," says a correspondent of the *Bradford Reporter*, "is the beautiful, well-built and well-located graded school building, which has just closed its first and very successful term, and is now entering upon its second. The building is of two stories, with four spacious rooms, and a central projection in front for hall and stairs. The location is on a pleasant elevation a hundred rods from the village. I trust the coming spring will witness the filling up of the spacious yard with forest or other ornamental trees. Of the school itself I cannot speak in too complimentary terms. Two hundred children and youth have flocked to these inviting halls. Four active and capable teachers have found the fullest occupation. Some of the higher mathematics and two or three foreign languages have been taught, in connection with more common

branches. Nor do I think so large a company of youth could be found bearing more unmistakable promise of coming scholarship and success. They are not the sons and daughters of pampered indolence and luxurious ease. They emerge from homes of honest toil and necessitated frugality. Their very looks say, 'We have learned at our fathers' hearthstones that we must make the best of our opportunities.'"

LYCOMING.—The following will serve as an illustration of the good effect produced in a community by the presence of a county institute. During the closing session of the late county institute, held at Hughesville, the leading citizens of the borough and adjacent country became so enthusiastic in favor of higher education, that an organization was immediately effected, and since then stock has been subscribed to the amount of nearly ten thousand dollars for the purpose of erecting a suitable building. The prime movers in the matter expect to have it ready by the middle of August next. The minutes of the above institute have been published in journal form and widely circulated among directors, teachers, and educational and professional men.

MOUNT JOY ORPHAN SCHOOL.

A correspondent of the *Marietta Register* thus speaks of the Orphan School at Mount Joy, under the principalship of Jesse Kennedy, Esq.:

The school is in a more prosperous coudition now than it has ever been before. The principal, the teachers and all connected with the institution work harmoniously, and have the welfare of the orphans at heart. The pupils are contented and cheerful, and in attainments second to no other class of pupils under the age of sixteen, in the State. The higher classes are instructed in book-keeping, algebra, geometry, physiology, natural philosophy, geology, etymology, and the common branches. Some have questioned whether these orphans do not receive more from the State than they can justly claim. I answer negatively. The fathers of these children have given their lives for the life of the nation. These orphans have paid for their education with the blood of their sires. Does the Commonwealth remunerate them sufficiently?

W. G. WEAVER, of Shamokin, in sending a list of subscribers to the JOURNAL, speaks thus of the schools of that flourishing town: "Our public schools—we have no private ones, nor do we intend to have—are in a very flourishing condition. Our district superintendent, Dr. J. J. John, is a very earnest and energetic officer, and under his watchful care the schools *must* prosper. Our school buildings are pronounced to be the best in the county. We mention with some pride that our schools are thoroughly graded, and they begin to compare favorably with any in this part of the State. We have recently organized a teachers' association which promises good results."

PERSONAL.

GEORGE G. MILLER, late principal of the high school of Northumberland and district superintendent, has been compelled to resign on account of ill-health. The Northumberland papers express great regret at the loss of his valuable services. Elias Schneider, a fine scholar and an old friend of the JOURNAL, has been elected to his place.

HON. B. G. NORTHROP, secretary of the Board of Education in Connecticut, has returned from his six months' tour in Europe. His health is completely restored. During his absence he visited twelve hundred schools.

THE late Teachers' Institute of Snyder, passed the following resolution:

Resolved, That in Wm. Moyer, our present county superintendent, we have an efficient officer, whose skill and experience render him peculiarly fitted for the office, and from whose labors we are realizing the most beneficial results, and it would be a wise policy to continue him in the position he so ably fills.

MARRIED.

We clip the following from an Illinois paper:

DOUGHERTY—EDWARDS.—On Christmas night, at the residence of President Edwards, of the State Normal School, Normal, Ills., by Rev. Dr. Burley, President of Blackburn Theological Institute, Mr. N. C. Dougherty, of Morris, to Miss Annie M., eldest daughter of President Edwards, of Normal.

About 60 guests were present, embracing in their number the faculty of the Normal School, and many of the prominent teachers and educators of the State.

Mr. Dougherty was formerly a student at the Millersville State Normal School, and, as is natural, he has married into a Normal family. He is Principal of Morris Classical Institute, Morris, Illinois, one of the most flourishing institutions of the kind in the State.

OBITUARY.

HON. THOMAS NICHOLSON died at his residence, Burgettstown, Beaver county, on Saturday, January 14th, at an advanced age, after an illness of some months.

Mr. Nicholson had filled nearly all of the offices of the township in which he lived, represented his county five years in Legislature, and was her first Superintendent of Common Schools, was the cashier of the State Treasury under Banks, Ball, Slifer, Moore and Mackey, was clerk of the Board of Claims and Republican candidate for Canal Commissioner in 1855. During his last term in the Legislature, he was chairman of the Committee on Education. All these positions he filled with ability, and no man who knew him ever questioned his integrity. He was a plain, blunt man, who spoke what he thought to both friend and foe. His honest soul abhorred to its inmost depths the arts of the hypocrite. Mr. Nicholson, was a life-long friend of common schools, did much in their aid, and we hope, in a future number, to do justice to his services in their behalf in a more extended biographical sketch.

OFFICIAL DEPARTMENT.

DEPARTMENT OF COMMON SCHOOLS,
HARRISBURG, March, 1872.

PERMANENT CERTIFICATES GRANTED.

NO.	NAMES.	RESIDENCE.	
854	Thomas Osborn, jr...	Erie, Erie	co.
855	Silas Warner.....	Tippecanoe, Fayette	"
856	Sam'l. C. Lee.....	Emaus, Lehigh	"
857	B. C. Snyder.....	Catasauqua, "	"
858	R. A. Lyttle.....	" "	"
859	John F. McCreary....	Gettysburg, Adams	"
860	Aaron W. Schnader..	Terre Hill, Lancaster	"
861	Georgia Bundell.....	Lancaster, "	"

MORE GOOD NEWS.

IN announcing last October that Little Mahanoy, in Northumberland county, long a non-accepting school district, had organized a board of directors under the common school system, and was about to put schools in operation, it was added that "Of the three remaining districts, one is Harmony district, in Beaver county, under the control of the Economites, and has a good free, but not a public, school. The other two are Washington and Overfield, in Wyoming county."

We now have good news from all three. The following letter from Superintendent Fields shows how matters stand with Harmony district:

EDUCATIONAL OFFICE,
BEAVER C. H., JAN. 30, 1872.

HON. J. P. WICKERSHAM,
Supt. Common Schools,
Harrisburg, Pa.:

DEAR SIR:—I have the honor to report to the Department that I have this day been notified that the non-accepting school district of this county, HARMONY, will, at the coming spring election, elect the legal number of school directors, and henceforth conduct its educational affairs in harmony with the provisions of the school law and conform to the legal requirements of the same.

The address of the society's solicitor, Henry Rice, Esq., is Beaver Falls, Pa.

Very respectfully,
Your obedient servant,
GEO. M. FIELDS, *Co. Supt.*

Overfield has elected school directors favorable to the system, and they have organized as the law requires. E. A. Shelly is president of the board and Isaac Letteer secretary. Free schools are a fixed fact hereafter in Overfield.

Washington still remains out, and is now the only district without free schools in the State; but at the recent election she came within *two* votes of electing directors favorable to the common school system, and there is little doubt that at the next election she will cast her vote by a handsome majority on the right side of the question. Most likely, however, seeing the drift of things, the present board will not wait to be out-voted, but at once open their schools according to law.

A little more effort and the grand result will be reached; education among us will be made universally free—free by the willing votes of the people.

FIVE YEARS' WORK IN THE FIELD.

A GOOD RESOLUTION KEPT.

THE present State Superintendent, soon after entering upon the discharge of the duties of his office, in November, 1866, resolved to visit as soon as practicable every county in the Commonwealth, for the purpose of seeing schools and school-houses and conferring with superintendents, directors, teachers and citizens, in reference to the school interests of their respective localities. This resolution has been kept. On Friday, the 29th of December, the campaign closed at the town of Somerset. The following is a summary of the work done in this field during the five years:

ADAMS.—Attendance and addresses at two annual institutes, one at Oxford and one at Gettysburg.

ALLEGHENY.—Attendance and addresses at three annual institutes, and participation in the ceremonies of laying the corner-stone of the Pittsburgh High School, and dedicating the building to the purposes of its erection.

ARMSTRONG.—An educational address at Kittanning.

BEAVER.—An educational address at Beaver, and attendance and addresses at the annual institute held at the same place.

BEDFORD.—Visit to the Normal School, and attendance and addresses at one annual institute at Bedford.

BERKS.—Visit to the State Normal School at Kutztown, and an address to the students; attendance at two examinations of the graduating class at the State Normal School, and attendance and addresses at two annual institutes at Reading.

BLAIR.—Attendance and addresses at one annual institute at Hollidaysburg, and participation in the ceremonies of dedicating a new school-house at Altoona.

BRADFORD.—Attendance and addresses at two annual institutes, one at Orwell and one at Towanda, and educational addresses at Canton and Troy.

BUCKS.—Attendance and addresses at one annual institute at Doylestown.

BUTLER.—Attendance and addresses at one annual institute at Butler.

CAMBRIA.—Attendance and addresses at one annual institute at Ebensburg.

CAMERON.—Educational address at Emporium, and a visit to the same place in search of a location for a State Normal School.

CARBON.—Attendance and addresses at one annual institute at Mauch Chunk.

CENTRE.—Attendance and addresses at the State Teachers' Association at Bellefonte.

CHESTER.—Attendance and addresses at two annual institutes and one meeting of directors at West Chester, at one branch institute at Phœnixville, and at several meetings in connection with the establishment of the State Normal School of the First District.

CLARION.—Attendance and addresses at one annual institute at Clarion, and a visit to the Carrier Seminary.

CLEARFIELD.—Attendance and addresses at one annual institute at Curwensville.

CLINTON.—Attendance and addresses at two annual institutes at Lock Haven.

COLUMBIA.—Attendance and addresses at one annual institute at Bloomsburg, and at several meetings in connection with the establishment of the State Normal School, and participation in the examination of one graduating class.

CRAWFORD.—Educational address at Meadville, and attendance and addresses at an institute at Titusville.

CUMBERLAND.—Attendance and addresses at one annual institute at Mechanicsburg, and at several meetings in connection with the establishment of the State Normal School at Shippensburg.

DAUPHIN.—Attendance and addresses at four annual institutes.

DELAWARE.—Attendance and addresses at one annual institute, and a meeting of directors at Media.

ELK.—Educational address at Ridgeway.

ERIE.—Educational address at Erie and a visit to the schools; attendance and addresses at two annual institutes, one at Girard and one at Corry, and participation in three annual examinations of the graduating class at the State Normal School at Edinboro.

FAYETTE.—Attendance and addresses at two annual institutes at Uniontown.

FOREST.—Educational address at Tionesta.

FRANKLIN.—Attendance and addresses at one annual institute at Chambersburg.

FULTON.—Attendance and addresses at one annual institute at McConnellsburg.

GREENE.—Attendance and addresses at one annual institute at Waynesburg.

HUNTINGDON.—Attendance and addresses at one annual institute at Huntingdon and a visit to the same place in search of a location for a State Normal School.

INDIANA.—Attendance and addresses at one annual institute at Indiana.

JEFFERSON.—Attendance and addresses at one annual institute at Brookville.

JUNIATA.—Attendance and addresses at three annual institutes.

LANCASTER.—Attendance and addresses at five annual institutes, four dedications of new school-houses, and participation in five examinations of the graduating class at the State Normal School at Millersville.

LAWRENCE.—Educational address at New Castle.

LEBANON.—Attendance and addresses at four annual institutes and an address at the laying of the corner-stone of Lebanon Valley College.

LEHIGH.—Attendance and addresses at two annual institutes, and at the Allentown meeting of the State Teachers' Association.

LUZERNE.—Attendance and addresses at one annual institute, an address at the dedication of a new school-house, Wilkesbarre, a visit to the schools of Scranton, and an address to the citizens.

LYCOMING.—Attendance and addresses at two annual institutes, at the Williamsport meeting of the State Teachers' Association, a visit to the schools of Williamsport, and an address to the citizens.

McKEAN.—Educational address at Smethport.

MERCER.—Educational address at Greenville.

MIFFLIN.—Attendence and addresses at one annual institute.

MONROE.—Attendance and addresses at one annual institute.

MONTGOMERY—Attendance and addresses at two annual institutes.

MONTOUR.—Attendance and addresses at one annual institute.

NORTHAMPTON.—Attendance and addresses at two annual institutes, laying a corner-stone of a new school-house in Easton, and an address to the graduating class of the high school, and an address at the dedication of the new school-house in Bethlehem.

NORTHUMBERLAND.—Attendance and addresses at one annual institute at Sunbury.

PERRY.—Attendance and addresses at two annual institutes and a visit to the Normal School at Newport.

PHILADELPHIA.—An address to the Teachers' Institute, a conference with the board of controllers, participation in the exercises connected with the dedication of a new school-house.

PIKE.—Attendance and addresses at one annual institute.

POTTER.—Attendance and addresses at one annual institute.

SCHUYLKILL.—Attendance at two annual institutes.

SNYDER.—Attendance and addresses at one annual institute.

SOMERSET.—Attendance and addresses at one annual institute.

SULLIVAN.—Educational address at Laporte.

SUSQUEHANNA.—Attendance and addresses at one annual institute.

TIOGA.—Attendance and addresses at two annual institutes, and participation in three examinations of the graduating class at the Mansfield State Normal School.

UNION.—Attendance and addresses at one annual institute.

VENANGO.—Attendance and addresses at two annual institutes.

WARREN.—Attendance and addresses at one annual institute and an educational address at Warren.

WASHINGTON.—Attendance and addresses at two annual institutes, and several visits to the Normal School at California.

WAYNE—Attendance and addresses at one annual institute.

WESTMORELAND.—Attendance and addresses at one annual institute and at Greensburg meeting of the State Teachers' Association.

WYOMING.—Educational address at Tunkhannock.

YORK.—Attendance and address at one annual institute, and at the examination of the high school.

NOTES ON INSTITUTE CAMPAIGN.

FAYETTE.—The institute met at Uniontown during the week commencing December 25th, 1871. Whole number of actual members, 150. Largest number of spectators present at one time, 500. The principal instructor was Prof. Andrew Burtt, of Pittsburgh. Hon. J. P. Wickersham, State Superintendent, was also present and delivered an address.

YORK.—The institute held its annual meeting at the county-seat during holiday week. 300 teachers were present, and at least as many spectators. Names of instructors and lecturers are as follows: Prof. Mark Bailey, Rev. J. G. Morris, D. D., Prof. E. J. Houston, Prof. J. Willis Westlake, D. K. Noel and S. B. Heiges.

INDIANA.—The annual meeting of the institute was held in the hall of the public school-house, Indiana. The whole number of teachers enrolled was 113. Largest number of spectators present at one time, 250. Owing to reports of small-pox, the attendance was not as large as the year before, but the interest manifested was very good. Lecturers and instructors: Henry Houck, Deputy State Superintendent, Prof. A. N. Raub, A. J. Bolar, Rev. Owens, Wm. H. McCreary and Samuel McCreary.

LEBANON.—The teachers' institute met at the county seat, January 16th, and remained in session during the week. Whole number of actual members, 225. Largest number of spectators present at one time, 1,200. Names of lecturers and instructors: Hon. Wayne McVeigh, Daniel Dougherty, Esq., Prof. J. W. Shoemaker, Mrs. J. W. Shoemaker, S. B. Heiges, Henry Houck, Jesse Newlin, E. J. Koons, Amos Stevens and Miss R. Cleaveland. Every teacher in the county was present but one—the whole time being granted in nearly every district. On directors' day quite a large number of these officers were present.

FOREST.—The institute met at Tionesta, January 23d. Whole number of actual members, 32. The largest number of spectators present at one time, 350. Names of instructors and lecturers: C. H. Dale, County Superintendent of Venango, Rev. S. S. Burton, Rev. J. A. Hume, W. G. Ladds, S. D. Irwin, Esq., and D. Harrington. The *Forest Press* speaks very highly of the institute.

ITEMS FROM LATE REPORTS.

BEDFORD.—The present is the most successful school year ever had in this county. Every school is open, and, with few exceptions, all are doing good work. South Woodbury held a meeting recently, to consider the propriety of establishing a graded school, at New Enterprise. A majority of the board was present, and after discussing the project for some time, a vote was taken on the question, "Shall we have a graded school here?" The vote was unanimous in favor of the same. The directors are ready for the work, and next summer we look for the completion of the house ready for the school year ensuing. Waterside, in South Woodbury township, has a prosperous writing school taught three evenings each week, free of charge, by James Noble, Esq., a member of the school board. This is a rare instance of devotion to a good cause.

BERKS.—The schools are generally doing very well. The majority of the teachers are laboring faithfully and make satisfactory progress in their schools. It is to be regretted, however, that some teachers, especially those who expect to teach but one term, do not accomplish as much as they ought.

BRADFORD.—The schools of the county, with but rare exceptions, are doing very well the present term. The union graded school at Canton, is achieving a success, surpassing the expectation of its most sanguine friends.

BUCKS.—District institutes have been organized in Haycock, Bedminster, Plumstead, Buckingham and Lower Wakefield townships. These, with the number previously reported, make a total of eighteen in operation. Northampton has supplied all her schools with Pelton's outline maps. Six new graded schools have been established. Many more are needed. The district superintendency is in operation in Bristol boro, Lower Wakefield and Northampton. It is doing a good work.

CENTRE.—The "theory" (rudiments) of music is being taught in a large majority of our schools, singing practiced daily in all. Elementary drawing is also taught in nearly all Bartholomew's cards, Nos. 1 and 2, are used. These are improvements on last year. The schools of the county are in every respect far ahead of what they were a year ago, the result of the agencies at work upon the teachers during the year, and for which the masses do not credit either the superintendent or teachers.

CHESTER.—During the month of January local institutes were held as follows: On the 8th, at Coventryville; on the 15th, at Phœnixville; on the 22d, at Oxford; each continuing until Friday evening. The attendance in each case was limited by the size of the hall in which the institute was held. A moderate estimate of the aggregate attendance is 4,000 people; and the largest number at one session 800. About 100 teachers and 75 directors attended. One afternoon of each week was devoted especially to directors.

LAWRENCE.—The schools of the county are all open and they are generally doing well. Several of the boards are making preparations for building new school-houses. A fine two-story brick school-house has been built in Wirtenberg, 42 feet by 28 feet, height of ceiling 13 feet, cost $2,675. The second story was built by a joint stock company, intended for a high or select school. The directors and citizens deserve credit for their enterprise and perseverance. The first local institute, of two days' continuance, was held at Mt. Jackson. There were about 20 teachers and several directors present, besides a good attendance of citizens. The interest was good and the results of the meeting will be beneficial in the vicinity. Addresses were delivered by Revs. W. M. Taylor, H. R. McClelland, B. M. Kerr, Mr. Gunty and the county superintendent. During the day sessions, subjects of interest to teachers were discussed. Since the above, two other local institutes have been held. About fifty teachers and twelve directors were present. At Princeton, about three hundred people were present, and at Mt. Jackson, two hundred. The interest manifested by all present was gratifying. At these meetings the superintendent had the assistance of Revs. Kerr, McMillen and Taylor, and Messrs. Gantz, Mays and other friends of common schools.

LEHIGH.—The schools of the county, as a general thing, are visited more regularly by directors than at any former time. The board of Upper Macungie, in a body, visited all the schools in the district. There are a number of schools in other districts which receive monthly visits from the boards.

SUSQUEHANNA.—The district institute at Hop Bottom, on the 19th and 20th ult., was a decided success. Fifty-five teachers were present, several directors, and people to fill the house. In the matter of instruction efficient aid was rendered by the teachers of graded schools in the county, and there was an interesting lecture in the evening, on Physiology, by Dr. A. T. Brundage, of Factoryville, Wyoming co.

WAYNE.—Fifty-two schools were visited during the month. Most of them are doing well. A few have been closed on account of failure on the part of teachers to govern; a few owe their non-success to a hasty adoption of advanced numbers of a series of text-books before the elementary numbers were well mastered. Schools should be well classified and a register kept of all promotions. It could then be easily ascertained when a teacher advanced his pupils with injudicious haste.

BOOK NOTICES.

THE TEACHER'S MANUAL: *Containing a Treatise upon the Discipline of the School, and other papers upon the Teacher's Qualifications and Work. By Hiram Orcutt, A. M.* 1 *vol.*, 16 *mo. Boston: Thompson, Bigelow & Brown.*

Mr. Orcutt, the author of this book, is a teacher of some thirty-five years' experience. He makes many practical suggestions on the subject of school discipline that will be of great value to young teachers. If followed, they will save such teachers from many mistakes that bring failure and consequent mortification. But while we cheerfully recommend the reading of this book, it is not characterized by that comprehensiveness of plan, that logical arrangement of matter, that breadth of thought, necessary to exert any marked influence upon the profession of teaching. The author has not cut out for himself a department of the science of teaching and thoroughly explored it and given us the well-arranged results of his investigations. He had simply thrown together the results of his experience as they occurred. There is no attempt at scientific exposition. The work, as a whole, is rather a mass of fragments than a logical treatise. Perhaps, however, books of this kind are the only ones that will now be extensively read by teachers; but the day, we hope, is not far distant when they will demand stronger meat. W.

FIRST LESSONS IN PHYSICS. *For Use in the Upper Grades of our Common Schools, By C. L. Hotze,* 12*mo. Pp.*: 172. *St. Louis: Hendricks & Chittenden.* 1871.

Simple experiment first, then observation upon and deduction of the laws of nature from phenomena observed, is the plan of this little book, which is heartily commended to teachers interested in natural philosophy. The last twenty pages are occupied with questions to be answered by the student, and present a full resume of the subject as treated in the text-book. +

COLTON'S COMMON SCHOOL GEOGRAPHY. *Illustrated by numerous Engravings and Twenty-two Maps, Drawn on a Uniform System of Scales, Expressly for this Work. By G. Woolworth Colton. Pp.*: 112. *New York: Sheldon & Co.*

The Colton Series enjoys a justly earned popularity among the various series of school geographies. The work under notice—which is one of the two books constituting the common-school course—is not crowded with names of unimportant places nor does it contain an undue proportion of descriptive matter. The illustrations are well chosen and the maps good, those of the territories, we believe, being up "to date." The latter part of the book comprises questions for review; a treatise on map-drawing with instructions upon the plan recommended; also, a full pronouncing vocabulary and statistical tables. Teachers and directors who contemplate a change in their text-books should see this work. +

THE LITTLE DIADEM; *Or Little Songs for Little Singers, Compiled from the Diadem of School Songs. By Wm. Tillinghast. Small quarto. Pp.*: 72. *New York: J. W. Schermerhorn & Co.*

THE DIADEM OF SCHOOL SONGS: *Containing Songs and Music for all Grades of Schools, a New System of Instruction in the Elements of Music, and a Manual of Directions for Teachers. Small quarto. Pp.*: 160. *By Wm. Tillinghast. New York: J. W. Schermerhorn & Co.*

THE NORMAL DIADEM; *Containing Songs and Glees in Two, Three and Four Parts; with Hymns, Chants, etc.; also, a Systematised Course of Exercises for practice in the Art of Music Reading. Quarto. Pp.*: 176. *By Wm. Tillinghast. New York: J. W. Schermerhorn & Co.* 1872.

The first of the series (30 cents) contains only the music and words of the songs given, which are mostly taken from the second book. "The Diadem" proper (60 cents) is No. 2, of the series, and an admirable little quarto of one hundred and sixty pages. The first forty-four pages are devoted to oral exercises and sight-singing, constituting the "manual for teachers;" some sixteen or more pages follow, giving "little songs for little singers;" and a choice collection of "day-school songs" makes up the remaining hundred pages. It is neatly illustrated, printed on fine tinted paper and well bound. The form and style in which The Normal Diadem (75 cents) is issued is similar to that of No. 2, though the type and page are somewhat larger. The choice and arrangement of pieces and the progressive note-reading exercises will commend the work to teachers and others interested in vocal music. This series deserves the general favor with which it is received. +

PINNEO'S GUIDE TO COMPOSITION: *A Series of Practical Lessons, Designed to Simplify the Art of Writing Composition.* 12*mo. Pp.*: 162. *Cincinnati: Wilson, Hinkle & Co.*

Any school is "wanting," in which almost daily exercise in composition—if so it must be termed—

with pencil or pen is not required from the pupils. Most teachers rely upon their own ingenuity in furnishing the subjects of these exercises, suggesting also many of the thoughts to be expressed by the young writer. This Guide must be very useful to the teacher, as he will find here a gradually progressive series of exercises, carefully prepared, and so arranged as to meet the wants of the growing pupil. +

EDUCATIONAL YEAR-BOOK FOR 1872. *A Handbook of reference, comprising a Digest of American Public School Laws, Systems of Instruction, and interesting matters pertaining to Schools and Colleges, ranging from Professional Anecdotes to Educational Statistics. Published annually.* 12mo. *Pp.* 234. *Cloth,* $1.25; *Paper,* 75 *cents. New York: A. S. Barnes & Co.*

There is demand for a publication of this kind, and the Year-Book is welcomed as a valuable addition to the professional library of the teacher. The data relating to the workings of the public schools have all been obtained within the past few months; the various forms, etc. are pronounced accurate and reliable; and this summary of public school laws is believed to be the only one yet made. All teachers and school officers who are worthy to be in the positions they hold, will here find something—many of them much—of interest and value. +

THE NATION. *Address Publisher of "The Nation," Box* 6732, *New York. Five Dollars per Annum.*

The two great educational agencies in this country are the press and the school. The two professions that at no distant day will dwarf all others are those of editor and teacher. But when we thus speak of the press, we speak of it independent, free, fearless. In monarchical countries the liberty of the editor is circumscribed by laws. His lips are closed on many subjects. Fines, imprisonment, financial ruin await the bold writer who proclaims opinions that are thought to be inimical to the interests of the ruling powers. In this country, to our shame be it said, our newspaper press is not practically more free. But few of our leading newspapers dare tell "the truth, the whole truth, and nothing but the truth." "For many of them are bound to represent the interests of an administration, a party, a faction, an individual or a corporation." They are the "organs" of something or somebody.

From this censure, we believe, *The Nation* is free. In common with many contemporaries it is able; almost alone among them, it is thoroughly independent. It contains no flattery—does no whitewashing—covers up no wrongs. No reading can be more wholesome for the young thinkers of America than its crisp, live articles on political, literary, and other subjects, and we recommend it accordingly. W.

PROGRESSIVE DRAWING COPY BOOKS. *Twelve numbers. Price,* 10 *cents each. Cincinnati: Gibson & Co., Publishers.*

This series of subjects has been selected from late works of their grade published in Europe, by artists and teachers of drawing. Teachers who want good copies—many of them new—will be pleased with what they find here. +

GOOD SELECTIONS. *In Prose and Poetry. For use in Schools and Academies, Home and Church Sociables, Lyceums and Literary Societies, etc. By W. M. Jelliffe. J. W. Schermerhorn & Co.*

The compiler brings together into one neat little volume of a hundred and sixty-six pages, favorite selections in prose and poetry, some of which find their way for the first time into a book of this kind. It is a pleasure to have books like this within reach.

THE OVERLAND MONTHLY FOR FEBRUARY.—In glancing over the table of contents of this interesting literary publication, we find it interspersed with fact and fiction peculiarly its own—that is, it differs from any other American monthly, always retaining, in each successive issue, the rich flavor of the Pacific Coast; to which western field of enterprise and expansion the eyes of the world are turned, and in which European capital is asserting itself more and more, richly deserving its increased reward. It is published by John H. Carmany & Co., 409 Washington St., San Francisco, at $4 per annum. +

MISCELLANY.

To a thoughtfnl and conscientious teacher, sensitive toward responsibilities, it is ever a startling truth that whatever he himself is, such, in large measure, will his pupils become. Like a sponge, they unconsciously soak him in. Whatever he holds up for imitation by teaching, but more especially by his unconscious ways and practices, must in time make a lasting impression upon his pupils. What manner of man soever, then, he wishes his pupils to become, that he must be. Straws show which way the wind is, and pupils are sharp at *sensing* consistency. If the teacher's ideal is high, and he is in perfect harmony with it in all his actions, speech cannot tell the potency of its subtle power.

TREES.—One of the hard things for our prudent, thrifty people to learn is the climatic value of trees. The first thing the old settlers did was to destroy the forests, and their descendants in most places still value trees solely for the wood they will yield. But the more enlightened agriculturists begin to see the fatal mistake made in robbing the hills of their natural covering, the sources of moisture and attractors of rain. The forests are not only fertilizers, but also the reservoirs and irrigators of a country. In New England and some parts of the West the farmers are planting trees to restore the fertility of the soil and prevent the distressing droughts of summer. The history of the Isthmus of Suez has taught us a striking lesson in this respect. A few years ago the whole region through which M. de Lessep's famous canal now passes hundreds of rich-laden vessels, was a sterile desert, the rainfalls amounting to less than an inch during the whole year. There were no trees to be seen far or near. When the energetic Frenchman began his gigantic enterprise, he at once directed thousands of trees to be planted in proper localities; they grew up, thanks to careful irrigation, and now the astonished eye of the traveler beholds blooming

prairies and stately forests where once all was waste and wild desert. But a still greater change has come over the climate; rain falls now frequently and abundantly; the soil produces richly; and if that man is to be counted a benefactor who can make a blade of grass to grow where none could be raised before, true glory belongs to him who has thus, as it were, created a fertile land, capable of maintaining thousands of industrious and happy citizens.

REFORM OF INEBRIATES.—At the recent annual meeting of the American Association for the care of Inebriates, a resolution was passed to the effect that inebriety is a physical disease which, in the majority of cases, can only be combatted by medical treatment, and that inebriate institutions are beneficial, inasmuch as they afford the means of hospital treatment and necessary restraint. It was also resolved that it is the duty of Legislatures, as a measure of State economy, to provide means for the erection and encouragement of hospitals for the detention and treatment of confirmed inebriates. It was announced that the reports from all the inebriate institutions are highly encouraging, and that the public sentiment on this subject is much more enlightened. An Inebriate Asylum has been established at Harlem, in Baltimore, Md., and since the opening, last May, forty-eight patients have been admitted, many of whom have received decided benefit from the treatment.

EFFECT OF GOOD READING.—A correspondent of the New York *Observer* says: "The pleasure of listening to a good reader was never better illustrated than by a little ten-year old girl of our acquaintance, a few Sabbaths ago. The circumstances of the household were such as to render it necessary for her to be sent alone to church. That day the theme of the discourse was the Heavenly City. It was distinctly and beautifully read, and when the child returned home she said: 'Father, did you ever read the twenty-first chapter of Revelation, in the Bible?' 'Certainly,' was the reply. 'But did you ever read it aloud to us here at home?' 'I think so,' he answered. 'Well, father, I don't think you ever did; for Mr. F., the minister, read it in church to-day, and it was just as if he had taken a pencil and paper, and pictured it right out before us.'"

A GRAND FAITH.—We shall never die. The limitless expansion of eternity is before us. We have plenty of time, plenty of eternity. He that liveth doth not make haste. He is careful. He is working "for the forever," like the old artist in the times of Greece. What cannot be accomplished to-day by earnest, faithful toil, can be done to-morrow. Life's work in life, death's work in death, eternal work in eternity. "Wait God's leisure" is an old German saying. I say, "wait the leisure of your own immortality." No true word can ever be a dead word. No true cause can ever be a lost cause.

A BLIND man, a graduate of Oberlin College, is teaching school in Decatur county, Indiana. Although he is teaching in one of the most intelligent communities in the county, he is giving entire satisfaction. He has classes in Latin, physiology, higher arithmetic, algebra, etc. His sister reads the lessons to him during the evening, and in this way he learns them perfectly. He is the principal of the school, and has an assistant who teaches the lower grades in another room.

BOSTON is justly proud of her new High and Normal School edifice for girls, than which "a more sumptuous and complete building for the purposes of education cannot be found in the world." Twenty years ago the education of girls in the higher branches was a subject of ridicule in the Boston School Board, but now the popular sentiment is in favor of giving them the best educational advantages. How long, at this rate, will it be before Harvard University opens her doors to girls?

BOTH duty and policy unite in urging the teacher to keep himself fully informed concerning current events and the developments of science and art. Young teachers cannot do better than to commence their high calling by a systematic course of study and reading. In preparing themselves for their daily duties, they also need full and reliable books of reference.

THE Russian alphabet has thirty-six letters. Many of them are like the Greek letters. The Greek delta is the Russian D; P expresses R; lambda is the tumbled over Λ; B expresses V: N turned over (N) is E; G is the Greek gamma, or Yankee L turned over thus, ⅂. A Greek scholar can read and pronounce almost every word on the signs in St. Petersburg.

TOBACCO.—A physician of great note has said: "Tobacco has a tendency to soften and weaken the bones of young people; it greatly injures the brain and spinal marrow, and, in fact, the whole nervous fluid. A boy who smokes frequently, or in any way uses tobacco constantly, is never known to make a man of much energy, and generally lacks muscular as well as mental power."

LONDON *Punch* contains this account of "A Young Positivist:" "Parson—What is a miracle? Boy—Dunno. Parson—Well, if the sun were to shine in the middle of the night what should you say it was? Boy—The moon. Parson—But if you were told it was the sun, what should you say it was? Boy—A lie. Parson—*I* don't tell lies. Suppose I told you it was the sun, what would you say then? Boy—That yer wasn't sober!"

AN itinerant preacher in the mountain districts of Kentucky, attempting to explain how it was that the Israelites crossed the Red Sea in safety when the Egyptians were swallowed up by the returning waters, said that the Jews, being unarmed, "*went light*," but the pursuing host, with their chariots and heavy armor, *broke through the ice*. It being suggested that no ice was found so near the tropics, he promptly replied, "O that was before the days of jography!"

THE generations of mankind are passing over the earth swiftly, one wave of them after another breaking on the shores of eternity. But it is not like the wild waves of the sea, that leave no more than a little foam or a few weeds on the barren strand. Generations fall rather like the leaves of the forest strewn by autumnal winds; but, as they perish, they leave behind them on the soil a fertilizing power, from which other trees grow to live in the light of other summers, and to battle with the winds of other winters.

IT was said, by one of our country's most gifted ones, that "of all the words of wisdom of quaint Andrew Fuller, these should live longest: 'Every problem in life may be solved by answering aright three questions—What is it? Why is it? What then?'"

Some one says that a book is good enough to give away only when it is good enough to exist: which many so-called gift-books are not.

An Italian journal states that in Bavaria, there were found but seven illiterate conscripts in a hundred, while in France twenty-three in a hundred were illiterate. It is estimated that the number of illiterate persons in Holland is but three per cent. of the population. In Sweden, only one adult in a thousand cannot read and write, and in Wurtemburg there is not a peasant or servant who cannot read, write, and keep accounts.

The internal commerce of our country, says Secretary Boutwell, is fifteen times as great as our foreign commerce; and if we take into account all the exchanges from one party to another during each year, it is, says Carey, our greatest political economist, fifty times as great. It has been vastly augmented by the extension of the railroad system, and that system has had reflected back on it an increased prosperity.

By late statistics it appears that in 1830 we had but 23 miles of railroad, in 1840 we had 2,818; in 1850 we had 9,021; in 1860 we had 30,635; and in 1870 we had 53,399 miles of railroads, made at a cost of $2,400,000,000. In 1870 their earnings were $400,000,000, they carried $125,000,000 of tonnage, whose value was estimated at $10,875,750,000.

A French writer takes the grounds that the diamonds of the Cape of Good Hope were originally components of aerolites which fell there, and were scattered over a great distance in a certain definite direction. This view is largely based upon the asserted fact that these objects occur on the summits of the highest mountains and in the plains, but very rarely, if ever, at great depths.

In 1843, sixteen temperance men met together in New York city, and organized the Sons of Temperance; they have been steadily increasing, until they now number a vast army, and the influence of this noble Order is incalculable. In 1863, sixteen men organized the order of Good Templars. The Order now numbers 600,000.

According to the literary world the number of our periodicals has increased ten per cent. in three years, or much faster than the sale of books. A good monthly is now a book in itself. It is always desirable to have a select library by one's side, but so many of the books printed are worthless that readers must exercise great caution in their selections.

The Society of Friends has four colleges and four boarding schools of considerable size and importance in the United States. They have also an excellent system of school instruction. There are 25,000 children in their Sabbath-schools.

Prof. Agassiz recently told the teachers' convention in Boston, that in public education "too much was made of the memory, and too little of the mind;" that "the number of teachers is too small, and the number of scholars too large."

Lord Bacon says: "But little do men perceive what solitude is, and how far it extendeth; for a crowd is not company, and faces are but a gallery of pictures, and talk but a tinkling cymbal where there is no love."

The camphor tree is a native of China, and besides yielding the gum which is so valuable an article of commerce, it is one of the principal timber trees of that country. The camphor gum is obtained by cutting up the branches and boiling them.

Johnstown, Pa., is said to have a church for each thousand of its population, several of the churches being fine specimens of architecture. A new Methodist church was recently dedicated there.

The statistics show that the Swiss go ahead of Americans in letter-writing, as in one year the Swiss mails carried forty-five million letters, an average of eighteen to each individual, while in this country the number was five hundred and thirty-one millions, an average of only fifteen to each person.

The sugar cane is a native of Asia, from whence it was introduced to Sicily, about the middle of the twelfth century, thence to Spain, the Maderia and Canary Islands, and last to America, where it is now chiefly cultivated.

The subject of alcohol in medicine is attracting much attention in Great Britain, in consequence of the protest against the indiscriminate and excessive use of stimulants, recently signed by three hundred eminent English physicians.

In Siberia during the winter, milk is bought and sold in a frozen state, and can be carried for a long period in a simple bag. When required for use the requisite quantity is chopped off with a hatchet or sheath-knife, and thawed as needed.

A contemporary says of a well known Senator that "insufferable egotism prevents him from looking at any public question with any other purpose but that which relates to himself personally."

One college genius said that "hypothesis" was something to raise water with; but his chum knew better, it was what happened to a man after death.

It is said that in Paris alone there are 300,000 children between the ages of seven and thirteen who go to no school, but are plunged in the grossest ignorance.

The building for the coming jubilee at Boston will be 822 feet long, and 422 feet wide. There will be no obstructions or pillars. It will be supported by arches springing from the sides.

The supply of India rubber is said to be inexhaustible. Each tree can be tapped for twenty successive years, and yields on an average three table-spoonfuls a day.

Upon the wall of a class-room, in the University of Edinburgh, the late Sir William Hamilton left the following words: "There is nothing great on earth but man; there is nothing great in man but mind."

There are hopes, the bloom of whose beauty would be soiled by the trammels of description: too lovely, too delicate, too sacred for words, they should be known only through the sympathy of hearts.

The world uses 250,000,000 pounds of tea each year, and 718,000,000 pounds of coffee. China furnishes nearly all the tea, and Brazil over one-half the coffee.

A well-known author says that nothing baffles curiosity, eludes pursuit, and generally mystifies the human intelligence like the plain, simple and unvarnished truth.

The railroad men down east are quizzing a new station agent, who made a requisition for "red oil" for signal lamps.

The freight engines on the Pennsylvania Railroad use from eight to twelve gallons of water for each mile they run.

The country pays more for alcoholic drinks than for all its colleges and schools.

A German poet endows Lake Erie with palm trees and alligators.

The only revenue collection after May 1st will be from incomes, stamps, tobacco and liquor.

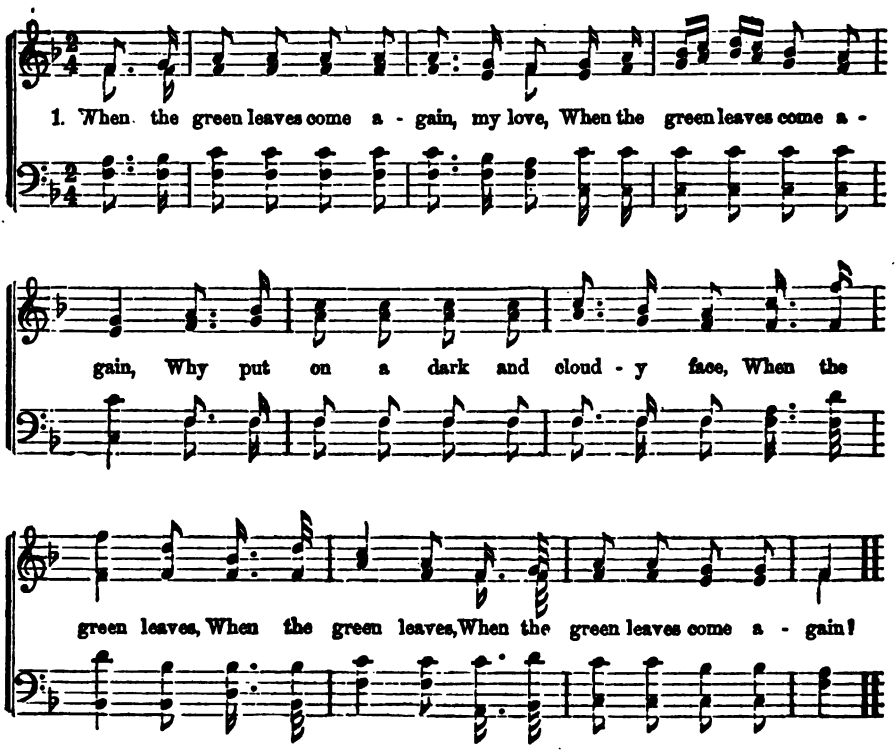
Man's superiority over woman consists chiefly in his thinking so.

There are no foot-prints backward.

MUSIC IN OUR PUBLIC SCHOOLS.—We have been exceedingly gratified during the present season of school visitation, to find so many schools in which vocal music is one of the daily exercises. This is particularly the case in districts where Sabbath-schools, those potent reformers of youth, have been established. As a mere disciplinary agent we know of nothing better than vocal music, engaged in freely by teachers and pupils, and we venture the assertion, that other things being equal, the best discipline is found in those schools which are kept the cleanest and neatest, and where teacher and pupils sing most frequently, thus toning down the feelings, and drawing scholar to scholar, and teacher and pupils toward each other, in the tender bonds of mutual confidence and esteem. Let us then have vocal music in our schools, and plenty of it—feeling that the more we have, the more happy and contented our children will be, while engaged in the, too often, dry routine of their daily work.—*Supt. S. G. Boyd.*

WHEN THE GREEN LEAVES.

From the "Song Garden," by permission of MASON BROS.



2 Ah! the spring will still be like the last,
Of its promise false and vain;
And the summer die in winter's arms,
Ere the green leaves come again.

3 So the seasons pass, and so our lives,
Yet I never will complain;
But I sigh, while yet I know not why—
When the green leaves come again.

4 Nay, lift up your thankful eyes, my love!
Thinking less of grief or pain;
For as long as hill and vale shall last,
Will the green leaves come again.

5 Sure as earth lives under winter's snow,
Sure as love lives under pain,—
It is good to sing with every thing,
When the green leaves come again.

THE Superintendent of Music in the primary schools of Boston, says: Children need training in the following points, to qualify them either to sing or read well: 1. Proper position of the body; 2. Right management of the breath; 3. Good quality of voice; 4. Correct sound of the vowels; 5. Good articulation and pronunciation; 6. Intelligence; 7. Expres-

"SINGING in schools," says some one, "is a *necessity*. Its happy effect as a pleasant relief from the daily routine of school duties has been fully recognized by practical educators. Its physical, intellectual and moral influence is most decided."

—"When the Green Leaves" is from, and gives the size of page in, "The Diadem of School Songs," published by Messrs. J. W. Schermerhorn & Co.

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THE OPEN WAY TO REFORM.

THERE is in the world a great deal of want, misery, degradation and crime. Our jails and penitentiaries, in which we cage the human wild beasts that prey upon mankind, and our alms-houses, those common sewers in which we float the dregs of society down to the grave, are full to overflowing. Houses are licensed by law or allowed by custom in almost every town and village, to minister to the depraved appetites of the bad and to allure the unsuspecting to destruction. Trade has its deceptions. Hypocrisy sits with brazen face in the front pews of our churches. The love of money displaces in men's bosoms all sense of honor, honesty and justice. Human spiders lurk in every corner to lure into their toils the innocent and suck their blood. Public duty yields up its life to the howling, hungry pack of private interests, and patriotism grows sick at heart in being compelled to witness the sacrifice. Corruption, with a giant's strength and a fiend's purpose, is sapping the very foundations of free institutions among us, and the goddess of liberty weeps continual tears in view of the danger that threatens her long-sought home of freedom.

Thus evils, many and dire, afflict the land, and good men are everywhere pondering the question how to overcome them. We can expect little from political parties, for they seldom reform anything but need themselves to be reformed. Society may rot, if it does so, in the dark, unseen in garret or cellar, and the best of laws is satisfied. Reformatory organizations exist, but those who expect much from this instrumentality are apt to have their hopes crushed by seeing the good done yesterday undone to-day. The church calls men to repentance with a voice that is heard throughout the world, but hearts that are hardened heed it not; its light is surrounded everywhere by darkness, and its summer warmth is met on all sides by wintry cold.

Thus men grow better slowly. The present generation seems to have advanced very little, morally, beyond the point reached by the preceding one, and there are those who maintain that the civilization of which we boast is in many respects no higher than that attained by certain nations thousands of years ago.

To those who believe the doctrine that it is not the will of the Heavenly Father "that one of these little ones should perish," the thought must have frequently occurred whether there is no more *open way* of reforming the world than those that have heretofore enlisted the chief strength, talent and zeal of philanthropists and Christians. We pretend to no new discovery when we say that in no direction will effort toward reform produce such a yield of fruit as in securing the right education of the young. "An ounce of prevention," here as elsewhere, "is worth a pound of cure." With age, habits become fixed, the heart becomes hard, and errors long indulged strike their roots deep into the spiritual nature. On the contrary, the whole organization of the young, physical and mental, is flexible and readily fashions itself in accordance with the influences that are brought to bear upon it. A child is as clay in the hands of the potter, and can be moulded at will by parent and teacher. There is scarcely a more solemn truth in the whole Bible than the utterance of Solomon: "Train up a child in the way he should go, and when he is old he will not depart from it." Bend the twig and you will incline the tree.

If what has now been said is true, or even approximates the truth, it invests the sub-

ject of the education of the young with an importance that should attract to it the attention of all who are striving to improve the condition of society or to make men better. Upon examination they will find that the best way to reform men is to reform their children. This is the weak side of the enemies' works. Every blow struck here tells. If all the children of the country could at once be brought under good influences, the battlements of error and wrong would begin to fall in all directions like the walls of Jericho at the sound of the Israelitish trumpets.

This is the way Providence seems to open for the reformation of the human family. No wicked father wants to raise up a wicked son. "Every mother is a saint and a heroine at the cradle of her child." Let advantage be taken of this parental affection, the last, lingering virtue of a degraded heart, and snatch as many children as possible from the bad influences that otherwise will surely lead them down to misery and death. The patriotic cry of our fathers in revolutionary times was, "Millions for defense; not one cent for tribute." Let good men everywhere now raise a cry, not less patriotic, of "Millions for instruction that little may be needed for poverty and crime."

The agencies that can be most effectually used in the work to which the preceding discussion has pointed are the home school, the common school, the Sabbath-school and the reform school.

God's school is the family and God's teachers are the parents. The finest and best equipped school-house in the world is a poor substitute as a place of instruction for the humblest home wherein dwell peace and happiness; and no teacher's skill can ever equal the training power of a true mother's love or an intelligent father's hand. If qualified for the relation they sustain to him, parents can exert an influence almost omnipotent on the destinies of their child. He comes to them weak physically, and, intellectually and morally, wholly destitute of knowledge; but with germs pregnant with manly power in every fiber of his being. They are the potters, he the clay; and they can mould his impressible nature almost at will. It was Napoleon, if we remember rightly, who said the greatest want of France was "good mothers," and good mothers are to-day the greatest want of ours and of every other nation in the world. If parental instruction and discipline were what they should be during the present generation, the next would be lifted up to a plane of civilization far higher than any hitherto anywhere attained by the most favorably circumstanced nations. Christian philanthropy should look to the formation of *model families* in every neighborhood as the most effective means of reforming the world.

Another has said that "schools are a necessary evil," and we are almost compelled, in a certain sense, to agree with him. If the family could be made what it ought to be, there would be little necessity for the school; but schools are necessary, and, in our present social condition, they are not an evil, but a great good. Few parents have the ability, skill, time, or disposition to educate their own children. This defective family administration must be supplemented by a system of schools; and it is found to be the wisest policy for States to establish and control such systems.

Pennsylvania has 900,000 children in her common schools, taught and supervised by over 30,000 school officers, at an expense of $9,500,000 per annum. No form of words can express the power of such a system. It is certainly no exaggeration to say that no other agency can compare with it in influence upon the future destiny of the State. The system is now doing much to improve the condition of the people; but organize it as it might be organized in township, county and State; put a well-qualified teacher into every school, and give him all the appliances needed to enable him to work in the most effective manner; provide a supervision constant, close and careful; make each one concerned in the administration individually liable for the success of the part assigned him, and every year will witness our whole social structure, massive as it is, rise to a higher level. We are profoundly convinced that for the intellectual and moral improvement of our people there is no instrumentality so effective—no way so open—as that of our schools. In comparison with this the ordinary reformatory movements that occupy so largely public attention, and enlist to so great an extent the sympathies of the philanthropic, seem like the mere clipping of the leaves of a noxious plant, while its vigorous roots remain full of life, ready to shoot out others to take their place. Let all good men remember that one blow struck in the direction of prevention is worth twenty blows struck in the direction of cure. Who can estimate the moral power of a teacher upon the young minds and hearts

about him, who is constantly pointing them upward, and every hour of whose life is a sermon? *With effort, such an one can be placed in every Pennsylvania school-house.*

What is necessarily left undone by common schools in the work of instruction can be supplied by Sabbath-schools. Almost every church has now connected with it a Sabbath-school, but let such schools be spread out into all the land. No school-house should be closed against the establishment of one. Common school teachers might very properly engage in the work of organizing them. They would thus become the nurseries of good citizens as well as the seed of the church.

The common school, under our law, cannot teach positive religious doctrines, nor can it make a special object of imparting religious culture, but it can prepare the way for both. The children of all denominations can first enjoy together the advantages of the instruction a good common school can furnish, and, then, can separate just where it is best to be separated, and receive the more special religious instruction and training from the hands of their parents, their pastors, or the teachers of their own denomination in Sabbath-schools. Thus the common school and the Sabbath-school supplement each other, and the two should hereafter act as one—one in spirit if not in form. Conjoined, and good men have a fulcrum for the lever that will lift up the whole moral world.

In anything like a healthy condition of society all the intellectual, moral and religious instruction and culture that would be needed by the rising generation could be furnished by the three agencies now named when worked up to their highest degree of efficiency. But the condition of our society is not healthy, and, as a consequence, there are children with organizations so low and surroundings so bad that if allowed to grow up to manhood under these influences, many of them will inevitably become the pests of society—the crop that, if left to ripen, must be harvested in poor-houses and prisons. These must be saved by special means, such as a well-managed reform school furnishes. Let them be diligently sought for in high-ways and by-ways, in cellars and garrets, in the dens and holes where misery hides itself and vice festers at the bottom of our social structure, and be taken thence and fed, and clothed, and cared for, and instructed, and the beautiful image of God will eventually appear from out all the roughness that can be made to surround young human souls. Increase our home missionaries aud you can diminish your police officers. Multiply your homes for the friendless and your reform schools and you may throw down in proportion your jails and penitentiaries. A child snatched from ruin may be worth thousands of dollars to society and the State; let him alone to pursue his vicious course, and it will cost thousands to incarcerate or hang him. Statesmanship foresees evils and guards against them. To reform its erring people is the highest function of an enlightened government; to punish them for acts that could have been prevented is a relic of barbarism.

In saying all this, we have no disposition to ignore any other agency for bettering the condition of mankind. We would, if we could, deepen the effect of every good act done and every good word spoken in the cause of humanity by all persons, at all times and under all circumstances; we are in sympathy with every man who is laboring, as best he can, for the elevation of his fellow-men; but reason, observation and the Bible teach us that philanthropic effort is most effective in the direction we have pointed out, and we have considered it and we shall continue to consider it a part of our mission to call attention to this "open way" to reform the world.

CONDUCTING RECITATIONS—NO. III.

BY PROF. WM. F. PHELPS.

HAVING considered the true objects of the recitation to be, 1. The development of thought; 2. Its clear and concise expression; 3. To determine the extent and accuracy of the attainments of the class; 4. To aid in increasing those attainments; 5. To form right habits of study, and 6. To stimulate the growth of moral power in the pupils, our next step is to consider what are

The preparations necessary for accomplishing these objects:

I. The preparations needful for effective work in any profession are of two kinds general and special.

For example, a successful lawyer must superadd to a good stock of general intelligence, a thorough knowledge of the law and of its theory and practice. And not only this, but there must be a careful special preparation for each and every case as it

arises in his practice. He must know whether his client has or has not a good cause of action or defense. He must study the facts of the case, the law applicable to it, and then decide upon the plan or method of procedure most likely to win success.

So, too, the physician must possess a liberal share of general intelligence, or, in other words, he must have received a good general education. This must be supplemented by a thorough knowledge of anatomy, physiology, hygiene, etc. And furthermore, he must have mastered the theory and practice of his profession, and must make a most careful diagnosis of the case of each patient presented for treatment. These principles are so well understood in their application to the so-called learned professions that they require no further illustration.

But they are equally applicable to the profession of the educator, which should be the most learned of all the professions. They are as indispensable to real success here as in any other calling whatsoever. Until this truth is generally recognized and acted upon, our school-rooms will too often be officered by quacks, and our children will be fed with the mere husks of knowledge instead of being nourished by the aliment of its vitalizing seeds. A good teacher must first become a good scholar. He must know thoroughly and as far as possible exhaustively not only the particular branches which he is to teach, but he must have studied to a reasonable extent those which are collateral to them. A teacher cannot teach arithmetic as well as it ought to be taught without some knowledge both of algebra and geometry. He cannot make good geographers of his pupils without knowing something of physics, botany, zoölogy, geology and history. He cannot teach the English language in all its fullness without having studied those other tongues from which it is mainly derived. The teacher should, in short, possess as the basis of all his other qualifications and accomplishments, the rich inheritance of a broad, a liberal and an exact scholarship. No profession demands greater wealth of resources and of culture than does his. The time is coming, too, when an enlightened public opinion, appreciating to a far greater extent than ever before the vastness of the interests involved in the character-forming process and influences of a right education, will insist that the teachers of the nation shall be among the wisest, noblest and best of the nation, and when the Butlers and the Carpenters, who now sneer from their high places in congressional halls at the "schoolmaster," will find that post of honor occupied by men who, in moral as well as intellectual power, are preëminently their peers, if not their superiors, in every essential respect.

II. A suitable preparation for the recitation, and for all effective school work, demands on the part of the teacher a knowledge of human nature, a careful study of the laws of physical, intellectual and moral development, and of the best methods of securing the highest end of school instruction and discipline.

It would seem that this proposition needs but to be enunciated to be accepted; and yet a vast majority of the schools of this country are in the hands of teachers who have scarcely bestowed a thought upon the philosophy of education, upon the nature of the human mind and the best methods of dealing with its manifold powers and susceptibilities.

There is a science of education and there is an art of teaching growing out of it. There are certain laws under the operation of which human beings advance from the helplessness and dependence of infancy to the strength and maturity of manhood and womanhood. There is an order in the evolution of the human faculties, and there is a true order of study corresponding therewith. There are principles controlling the right exercise of the faculties, and there are methods of exciting these faculties to a wholesome activity. The methods may vary and change with time and circumstances. But the principles are immutable and eternal. They are superior to methods, and must give shape and efficacy to them.

Now, it is claimed that some knowledge of this science, this art, these laws and principles with the methods based upon them, is indispensable to real success in educating; that merely to know certain branches to be taught is but a single step in the direction of the qualification of a true teacher, a *former* of *character*. In other words, teaching, when viewed from its broadest, most comprehensive stand-point, is a profession and demands that a careful and pains-taking preparation should be made for it. This conviction is daily becoming more general and more deeply seated. As a consequence of it, normal schools for the professional training of teachers are rapidly multiplying, and they will continue to in-

crease in number and influence until they become capable of supplying the entire school system of the country with able and skilful instructors.

III. It is indispensable to real success at the recitation, that the teacher should make a careful and thorough special preparation for each exercise.

This is a vital point. A teacher should never appear before his class without a careful review of the subject matter of the lesson, in its relations to preceding lessons and to the mental status of the class. There should be not only a fresh examination of the subject, but a well-digested plan for accomplishing the objects for which the particular lesson is assigned. Every difficulty likely to arise should be foreseen, and, if possible, provided for in advance. The teacher should, in the course of this special preparation, strive to put himself in the place of his pupils, look at the subject from their stand-point, and anticipate as far as practicable the questions, explanations, and illustrations that may be necessary to lead them to the right conclusion. The neglect of this special preparation is far too general. It is too common an occurrence for teachers to go to the class-room with a vague conception of the subject in hand, with little knowledge of the peculiar needs of the pupils, and with none of that careful elaboration of plan which alone can give point and sharpness to drill, exactness to mental impressions, interest and enthusiasm to the work of the hour. Special preparation for each recitation means resolution in methods of instruction, progress in study and mental development by the pupils and a radical change for the better in the character of our schools.

We shall next briefly consider the preparations of the pupils and then discuss the third general topic of the series—*The Management of the Recitation.*

FEEBLE-MINDED CHILDREN.

WE are indebted to Dr. Isaac N. Kerlin, Superintendent of the Pennsylvania Training School for Feeble-Minded Children, for copies of the nineteenth annual report of that institution. From it we learn that the number of inmates on the roll Dec. 31, 1871, was 185, and that the expenses for the year were $53,199.05, of which $20,492.04 were paid by the State for indigent pupils.

Nobly as our Training School is fulfilling the design of the good men by whom it was founded, its facilities are entirely inadequate to meet the demands upon such an institution in a State like ours. That it is the duty of the State to provide some system of special instruction for the idiotic and feeble-minded children of those among us who are in destitute circumstances, seems self-evident; but that it should do for some what it does not do for all is grossly unjust. Now, Dr. Kerlin computes "that of the supposed 3,500 idiotic and feeble-minded persons in this Commonwealth, 2,223 are resident in families, unable to pay for their support away from home, and yet unwilling to relieve themselves by casting them into alms-houses." It will be at once seen by this statement that we are making very inadequate and very partial provision for this afflicted class of our population.

Of the capability of the idiotic to be improved under proper training and treatment, the report says: "That a large number of the feeble-minded, more than one half, are susceptible of education into the common branches of reading and writing, and into habits of propriety and utility; that a large proportion of those who are classed as idio-imbecile, many rise to a better rank, and, if taken in early life, may develop into an average half-manhood; that even the darkness of the poor idiot may be relieved, his inert body quickened, and his repulsiveness lessened—are all facts now so firmly established that they cease to be disputed."

But the purpose of this article is not to discuss the general question of the duty of the State in caring for its feeble-minded children, but to present to teachers the outline of the methods of instruction practiced in the training school as given in the Superintendent's report. A child in the full vigor of growing intellectual powers will learn, though he be taught by a bad method; but with a feeble-minded child the method must be philosophical or there will be no success. Hence, the value which the methods worked out in a training school, like that at Media, have for the general teacher; for if the children in our ordinary schools make reasonable progress when taught without method or with a bad one, how much more rapid would be that progress if the methods used had a strictly scientific basis. We therefore ask the special attention of teachers to the following extracts:

"To appreciate rightly the prominent features of a training school, we will suppose

the reader to be a visitor, premising that only by visitation a true idea can be obtained of the interest and good that surround a work too often regarded with aversion and doubt by those who have seen nothing of it. He will enter

SCHOOL-ROOM NO. I

at 10:30 A. M. Fifteen children are writing—some on slates, others advanced to the dignity of copy-books; they are all very quiet, and apparently closely interested in what they are doing, as is evident from the nervous twitching of some faces, and the clutched grip of some fingers; their attempts vary in success, from the irregular strokes of Mary, who has been trying three years to make straight marks, to the plain chirography of Emma.

"Emma has been afflicted, in addition to her mental weakness, with chorea, and still suffers from it; but, with the characteristic force of some of these poor children, she has disciplined her trembling hands so completely that her pencil-drawings are remarkable for their neatness.

"The writing-lesson finished, the teacher remarks: 'These children can *study*. I allow them ten minutes to study their reading-lesson, and I find they will read much better for it.'

"The order is given, during which no school presents a more earnest class of pupils; some are diligently reading the lesson, others are setting up the words in letter-boxes, and a few are printing them on their slates.

"During this 'study,' we may note that this school-room is one of three, separated from the others by a glass partition; it is light, airy and cheerful. A case filled with children's toys, miniature cooking-utensils, colored blocks, etc., are the implements for object training. Blackboards occupy every available place, and are already covered with the early morning's work, some of it very rudimental, and looking not unlike the cuneiform text of ancient walls, and as unintelligible to the general reader. Pictures, such as seize the attention of childhood, are plentifully displayed on the wall. In the midst of the great blackboard is neatly printed, by the teacher, for the week's golden motto:

'God is looking at us now.'

A small basket hangs from the gas-fixture, which one of the little ones whisperingly tells me 'has cakes and apples for the color-party.' The reading classes are now called in turn—the school of twenty being divided into four sub-classes, the best performance in which is the mastery of simple descriptive stories—the book used, that which leads the child by the word-method, the only one found practicable with the majority of our children.

"The question arises in the reading-lesson: What is the difference between a horse's foot and a cow's foot? The only one that can be named is: The horse wears an iron shoe, and the cow does not. The class is left to make its observation in a walk to the farm-house, and report at next meeting. After the reading, a counting exercise following figures made on the black-board; and then a short phonetic lesson, consisting of vowel and consonant sounding.

"The children are very fond of word-printing, and, without direction from their teacher, fall at once to this work in all little intervals of school-time. The teacher, to quicken this exercise, remarks: 'I want four lines of the lesson printed to-day.' And this request, kindly and expectantly made, is being complied with by every one.

"Indirectness, or entire absence of attention, is one of the difficulties to be contended with in teaching these children. An adroit and very successful method of developing the prompt recognition of words is adopted by the teacher, in arming the whole class with pointers, and, at the call of a word, appealing to the spirit of emulation by, 'The best one who first taps the word'—printed on one of the many hanging cards. Such words as *wood*, *box*, *glass*, after being discovered, are objects in the room for quick recognition and similar touching, thus transferring to the object the idea of a printed name. Five minutes so spent are often thrown into the ordinary current of a morning's training.

"We pass into another room, occupied by a

KINDERGARTEN CLASS.

"The children are younger, and apparently a more hopeful group. For want of a better name, Kindergarten has been applied to this and one other lower-grade school; the block-building and other manual exercises of that primary method having been early adopted in the training of weak-minded children. Here is a first reading-class—Tommy, Mamie, Pattie and Georgie coming up to a straight line with their readers, proudly exhibiting their first attainments by the word-method, and, with some unfortunate blunders of pronunciation, intelligently reading:

'John has a large dog.'
'Is the cow in the barn?'
'The pig is in the pen.'

"A result not expected a year ago, and perhaps attained only by having made each word the representative, to their feeble minds, of the idea, by a visit to the pig-pen, a stroll to the barn-yard, and the permission of a dog in the room.

"During the reading, a great stout boy has been puzzling over his work, and with a gush of joy in a rough "Oh!" lifts to the light a piece of green paper, into the split surfaces of which he has woven a single strip of orange-colored paper. He has been employed on that charming Gift No. 14 of the Occupation Material of Kindergarten, and this morning has made his first triumph over his clumsy fingers and rebellious attention.

"One little girl, whose aversion to the use of her hands was as intense as if each digit were a blister, has been wooed into finger-exercise by the bright colors of paper mat-making, and we notice with pleasure that in proportion as this finger movement is developed her choreic nerves are becoming steady, and her outbursts of malevolence and anger ceasing. Occupation is all-important: block-building, nail-boards, or black-board work, where may be seen the first essays at printing or writing, are engaging all the children, excepting the two more advanced, who are allowed the 'Smashed-up Locomotive' or other mechanical puzzles.

"The above description will sufficiently define the character of our schools, although we might enter with equal interest three other rooms, where grades higher and lower would be found with their faithful teachers.

"*The Calisthenium* is an important drill-hall, in which may be found ladders, leaping-rings, etc.; but the chief exercises are with light dumb-bells, wands and rings, which, accompanied with march and music, are found best adapted to our purposes. There is scarcely a child in our great house possessed of perfect bodily functions; and with the existence of this inseparable condition of irregular movement and malformation, the importance of the drill-hall is too obvious to need illustration.

FURNITURE, APPARATUS, ETC.

"In visiting the schools, the attention is drawn to the great number of

"*Blackboards.*—There should be at least ten spaces of three feet by three for every twenty children, to be employed for printing, reading-lessons, first attempts at form, counting, scoring, etc.

"*Pictures.*—While these are numerous, there is yet a great insufficiency; no wall should be without them. Several kind friends have generously contributed during the past year; but the ideas communicated by engravings and paintings are so inexhaustible that we regret the many vacant places of our house which could be thus adorned, to the profit and delight of our inmates.

"*Nail-boards* made of white pine, nine inches by twelve, painted and bored in the lines of familiar forms, as of a star, square, circle, etc. The riveting nails of the tin-smith are used to fill the holes, and give employment to the lower grades for many consecutive hours, the task gradually becoming a pleasure and a step to something higher. One poor, nervous boy, who in his wild agitation at times does not know how to use his hands, often begging for the camisole to confine them, has had one of these boards placed in his room, and now, when one of his spells is coming on, he rushes for the nail-board, which has so often been his resort that the nails are thoroughly polished like steel. We notice the increasing steadiness and opening attention of the lad, believing that the simple nail-board is helping to accomplish this happy result.

"*Beads* are used for the same manual training, adding color and number, as one of the first intellectual exercises.

"*Form-boards* are valuable helps to the teacher in the early exercise of the idea of form. A board is cut out on the upper surface into various figures, in which are fitted blocks of the same shape. Twenty or more blocks must be placed into an equal number of corresponding spaces; what would be a day's puzzle to the intelligent child becomes the laborious effort of weeks with many of these; no other exercise is so positively a gauge of the powers of observation and attention of the child just admitted, as these form-boards.

"*Letter-boxes* are an easy step to the art of reading. The fingers are almost believed to contain fragmental brains, and it would seem sometimes that the office of our teachers is simply the cultivation of that wondrous sense of tact through which the real centres become vitalized and developed. The letter-box has its subdivision of minor boxes, in which the alphabet is distributed, with a strong lid containing grooved rails to receive the letters. The first exercise is that of imi-

tation, by which the child matches the letters of the simplest and most familiar words. He soon can memorize the order of letters in this setting up of a word, and it is not long before many, who had stumbled with the alphabet at home, are reading simple sentences without "knowing their alphabet"—an arbitrary nomenclature of meaningless forms, which the child will ultimately gather from some more advanced school-fellow, or from his developing curiosity.

"*Kindergarten Furniture.*—During the past year our mode of instruction has been greatly facilitated by Professor Weibe's publication in English of the German Kindergarten, and by the enterprise of Milton Bradley, of Springfield, Mass., who has commenced the manufacture of all the attractive gifts of this system, heretofore obtained only at great expense by importation. The unsolicited notice of this business house is introduced in this place, that parents attempting the home-training of their feeble-minded children may readily avail themselves of these great helps.

"*Objects.*—Oral instruction is the fundamental method of rightly training either primary or backward children, and the little world in which the child roams is its best text-book.

"The house is full of novelties; the clothes he wears, the food he eats, the sounds and sights of the garden, farm and woods, are all an inexhaustible supply at the teacher's hand, through which to inform and illustrate."

CIVIL-SERVICE EXAMINATIONS.

THE method by which positions are sought, examinations conducted, and appointments obtained, in the Treasury Department, is as follows: Any person desiring a position at the disposal of the Secretary, makes application in writing, either specifying the particular office which he desires or not, as the case may be, and all these applications are filed with the appointment-clerk, and, from time to time, whenever a vacancy may occur, the Secretary designates in writing some one of the applicants, who, upon the receipt of the notice, presents himself for examination. Upon the question of designation alone can political influence, in the present system, be brought to bear. The Secretary has entire discretion to designate whom he pleases. After this step has been taken, all the candidates are upon an equality, and are examined in substantially the same manner. The person receiving the designation from the Secretary reports at the Treasury upon the day appointed, and is at once referred to the board of examiners, who begin their work without delay. The board is composed of three persons—the chief clerk of the Bureau of Statistics, the chief clerk of the Treasury Department, who participate in all examinations, and the chief clerk of the bureau in which the vacancy exists. The applicants have no delay in examination, as the board is in constant session, and ready to begin their work at any time. Candidates are generally permitted to appoint, if within a reasonable time, their own day of examination, and, when this work is once begun, they are required to continue until it is completed. The examination is altogether in writing, and covers the special duties of the position to which appointment is sought, and the general branches of ordinary instruction. No better idea of the examination can be given than by presenting a copy of an actual set of questions for admission to one of the clerkships in the Treasury Department. These are as follows:

1. Name?
2. Grade for which designated?
3. In what office?
4. Residence?
5. Place of birth?
6. Date of birth?
7. State as to elementary education; mathematics, languages, book-keeping, science, art, etc.
8. What subsequent experience in business or profession?
9. What clerical experience?
10. State the nature of the work, and give an example illustrative of accounts or computations in which you have lately had practical acquaintance.
11. Write in figures the numbers: Six hundred thousand and two hundred; ninety thousand and eighty; one hundred-thousandth; one ten-thousandth; one-tenth.
12. Write at length the numbers expressed by the following figures: 40050; 800401; 4050607000; 100.011; .111.
13. Add the following numbers, and ascertain the per cent. of each to their sum;

14567
32134
56714
32196
43187
24685
96517

14. Add 1.87, 0.087, 31.8705, 2.4759, 0.0102, and 0.0006.
15. From 3387.9 subtract 0.9982.
16. Multiply 31.000489 by 200.35.
17. Divide 24.75 by 89.123.
18. Add $\frac{2}{3}$ to 3-5.
19. Subtract 4-5 of 5-6 from 6-7.
20. Multiply $\frac{2}{3}$ by $\frac{1}{2}$ of $\frac{1}{3}$.
21. Divide 3-5 by 1-6.

22. If the premium on gold relative to currency is 20 per cent.—that is, if $100 of United States gold-coin is worth $120 of United States paper currency (greenbacks)—what is the value of $100 of United States paper currency?

23. If the premium on gold is 17⅛ per cent., what is the value in gold of $100 of currency?

24. James Williams is a disbursing agent. February 1, 1870, there is in his hands $8,463.32. March 1st he pays out $3,498.55, on which he is entitled to a commission of 1¾ per cent. May 1st he receives $2,964.50. June 1st he pays out $3,842, on which he is entitled to a commission of 2⅔ per cent. State this in the form of an acconnt.

25. When was the Declaration of Independence adopted?

26. Who commanded the American army during the war of the Revolution?

27. Into what branches is the United States Government divided?

28. State the duties of each branch.

29. What chain of lakes is on or near the northern frontier of the United States, and by what river and gulf do their waters reach the ocean?

30. What are the principal mountain-ranges of the United States?

31. Write correctly the *words* in the following sentences:

Lemmon peal contains a peculiar ascid.
I had as leaf go as hav him go.
The belles rang out a merry peel.
He raized 500 pounds from the floar.
Complements are seldom sinsere.
Punctuallity is almost a virchoo.
Gold is not compareable to steal for utillity.

32. Correct the following sentences:

The man is prudent which speaks but little.
A variety of pleasing objects charm the eye.
Man is not such a machine as a clock or a watch, which move merely as they are moved.
I bought the knives at Johnson's the cutler's.
It could not have been her, for she always behaves discreetly.
Good order in our affairs, not mean savings, produce great profits.
Ignorance, or the want of light, produce sensuality, covetousness, and those violent contests with others about trifles, which occasions so much misery and crimes in the world.

33. Write an official letter.

These, it should be understood, are exact copies of the questions actually asked by the examining board, and, although they are varied with each applicant, the general average of their scope and character is substantially identical. In addition to these, arithmetical tests are not unfrequently given, including questions appertaining to the relative values of securities, and the conversion of foreign securities, and other problems of a miscellaneous nature.

The experience of the board of examiners shows that the great majority of those who submit to these tests pass with credit, and receive the appointments they seek. The candidates usually spend at least two days in the examination, and, upon the conclusion of their labor, are not delayed long in ignorance of the result. The papers are carefully examined, the decision of the board is announced, and the appointment is made without delay. No absolute requirement has been established for success, but the general character of the contents of the paper, and the evidence which it bears of the ability and aptitude of the candidate, are taken chiefly into consideration. Persons have not been rejected except upon broad and apparent cause. The records of the board of examiners, and the papers on file, will show that their judgment has been exceedingly liberal and favorable to the candidates.

In making up the verdict upon the examination, the greatest weight is given to the answer to those questions relating particularly to the duties of the office for which appointment is desired. Answers in history, geography, and the other general branches of information, have not so much weight, but are designed chiefly to show the general information and education of the candidate. Much importance is attached to matters of fractions, percentage, and, for the accounting bureaus of the Treasury, the subjects of accounts and book-keeping. The examinations are substantially the same for all the clerkships in the Treasury Department, and particular assignment is made by the Secretary or by some other officer to whom this duty is intrusted. In addition to these examinations, the copyists and counters for the various bureaus of the Treasury are also subjected to a lighter and easier test, which includes but little more than a statement of the place and time of birth and the rudiments of education. Copyists are also required to pass an easy test in orthography. All of these appointments, however, are given to females, although the appointments for clerkships are open to both sexes on equal terms.—*Appleton's Journal.*

CO-EDUCATION IN COLLEGES.

AT a meeting held in Boston, Wednesday, January 17th, to consider the question of a better education for women, at which Dr. Eliot, President of Harvard University, presided, President Andrew D. White, of Cornell University, made the following remarks on co-education in colleges. We publish them as they appear in the *College Courant.* President White said:

The discussion has drifted in a direction which

has interested me, and the interest which it has to me is of a very practical sort, for on the second Wednesday of next month the trustees of the college with which I am connected are to decide whether or not they will accept a gift of two hundred and fifty thousand dollars for establishing a college for women under the same organization which now conducts a college for men. I had supposed that the drift of the discussion was to be in regard to industrial education, but as I have some thoughts which have not been brought out, and some which are based upon theory, I confess that a desire arose in me strongly to give a few of them. As the chairman of the committee whose report is to contribute largely to the decision of the question to which I have referred, it has been my duty in the last two months to make a special examination in regard to this very matter. I have visited every college in the United States of any importance, every college or university so-called, where the sexes are educated together. I have talked with professors, with the presidents, with the students, male and female, with the people in town, of all conditions. Nor is it a matter which has been confined with me to this six weeks or two months; it is a matter on which I have thought for some time. Now to start with, there is experience to go upon. Dr. Hedge has argued the matter, and very ably, as he must confess more from a theoretical point of view. But there is after all, if you did but know it, there is a very large experience back of this question. I knew very little about the organization of the education of New England, the academic or high school education. But the first fact which met me when I thought of this question was this: In the State of New York containing now about four millions of people, we have a very wide system of education in our academies and high schools for young men and young women From time immemorial young men and young women of a marriageable age have been educated together in those schools, and I have yet to hear of the first case of scandal that has arisen in one of these institutions. More than that, I have never seen a young woman educated in one of those institutions who did not seem to me to be rather the better for that education. Professor Child expressed my own feelings exactly when he spoke of the ineffable inutility of the so-called finishing education of woman; but I think that that education, poor as it has been in many respects, in the high schools and academies where young men and young women have been educated freely together, has proved that it is not so difficult a question as has been supposed. Again, I look back to my own college life, in the second in importance of your New England colleges. I remember that in New Haven we had in four of the more important lecture-rooms a large number of young women, and, so far as I could see, the only influence of the introduction of those young women was to make the place a little more decent. There was a little less noise and rowdyism in those lecture-rooms than in the ones where young women were not. But I have not confined myself to those observations. I have the benefit of a large correspondence begun several years since at the University of Michigan, and which in part led to the co-education of both sexes there, and while I have a large collection of letters from educators which declare their doubts of the propriety of educating young men and women together, I find that when they are brought down to the point as to the education of the sexes in the high schools or colleges, the rooms where they are so educated are rather more decent, and far more pleasant. In not one letter do I recollect anything that makes against this position. There were plentiful statements of theory against co-education. And I am not an advocate of having young men and young woman always educated together. I am delighted to have anybody found a Vassar College; I was heartily glad to have this offer made to us, and I shall do what I can to promote its acceptance. I believe I am not a bigot in this matter, but I most thoroughly believe that the education of the sexes together is well worth trying, and I will briefly tell you some of the reasons. In the first place, I visited Oberlin College, which has perhaps been as much laughed at as any college in this land. It has all sorts of vagaries. It first dared to do that most frightful thing—to educate black men and white men together. It dared to educate men and women together. I went and saw them together, and I never saw any body conduct itself better than that body of students, numbering two or three hundred young men and young women, in their large dining-hall; and those who know anything about education know that is a remarkably good test of the civilization that obtains among them. Then in the class-room, as to ability. Dr. Clark has said that he would have a woman do anything that she could do. Now the cleanest and the clearest and the best reading of Tacitus that I heard at Oberlin College was from a woman, and any person who can read Tacitus well shows pretty good evidence of a strong, clear mind.

Again, at the University of Michigan there is a different system, there being no dormitory. There the professor of civil engineering, Professor Wood, told me that for several years he had been in the habit of offering a prize for problems in the higher mathematics. For several years they had not been solved, but this year they had been solved by a woman, and the testimony generally was that the women stood as well as the men. Professor Winchell, who has charge of the botany, showed me a careful schedule which he had prepared to show which stood the highest, and in his department the young women excelled. At Antioch College, in a German class, I saw excellent work done by a woman. I saw excellent work done in other directions in the colleges I have already named. At the Industrial University of the State of Illinois the same thing was shown, the women holding their own remarkably well. At the University of Wisconsin there is the same testimony. At the so-called North-western University, at Evanston, Illinois, near Chicago, and also at the Iowa University, which I did not visit, there is the same testimony. Now, I won't claim that the women showed greater power than the young men. Mr. White said that the gentleman who went with him, and who proposed to make the gift, came back believing that women excelled men in their powers of acquirement, but he did not lose sight of the fact that the young women were singled out, while the young men were taken as they run. He admitted that the young women were apt to devote themselves so earnestly to study as to injure their health, thus confirming the judgment of Goldwin Smith that competitive prizes were dangerous where young men and young women were together. President Angell, of the Michigan University, who was prepared to think unfavorably of the system at the start, had begun to like it. The young men and young women did not walk together, and the young men were more attentive to the young women of the place than to their

fellow-students. In regard to the studies to be taught to young women he favored Latin, intellectual arithmetic and botany, and thought that if Plutarch's Lives could be read afterward the women of the land would be far better fitted for their life-work.

In addition to the facts given by President White, it is proper to state that the old University of Vermont has lately opened its doors to females.

In this State, Waynesburg College, Westminster College, Lebanon Valley College and Swarthmore College admit females, and allow them to pursue the same courses of study as males.

In the late annual catalogue and circular of the last named institution, we find the following in relation to the education of the two sexes together:

On conviction of their mutual influence upon each other for good, through daily intercourse in the class-rooms, the dining-room, the halls and parlors, and upon the common grounds, have been fully confirmed by the experience of the past two years. There is no one connected with the government and management of the college who is not entirely convinced of the excellence of the present system in this respect, and it has always been felt by us to be a very encouraging circumstance that the adverse criticisms upon this subject come from those who have never visited the institution, while many who have previously doubted have been thoroughly convinced of the advantages of the system, by visiting the college and seeing the practical working for themselves.

POEM IN PENNSYLVANIA GERMAN.

[The author of the following poem is a Pennsylvania German, and desires it to be understood that, in writing or publishing it, he means no disrespect to the classes of persons referred to. His censures are intended only for what is censurable. As to ourselves, we always allow large liberty to our correspondents. The poem is well written, and will be enjoyed by the large class of our readers who understand the language.—Ed.]

DIE FRYSHOOL OM BLUBB B'RK.

1

Di' didesha porra om Blubb B'rk,
Dea gane da rechda Waik on's W'rk,
Di' Fryshool tzoo f'rdarva!—
Si' koomma pawrmole olla Yore,
Da yoonga Teachers in di' Hore,
Oon doohn si' "shrecklich garva"!

2

Si' hoahla ouse d'r Ayvigkide,
Di' Shoohla foon d'r ollda Tzide,
Oon doohn si' flysig loava:
Doa is di' Froocht, by oons dahaim,
Oon aw nuch pawr so ollda Gaim—
F'rwoss is donn ear Doava?

3

Di' Fryshoohl griggd by dem Garoar,
K'n aind goohd Worrd, dorch's gons lung Yore—
Wea sull si' donn garoahda?
Ear Failer w'rra shorf gawedst,
Ear Teachers rooff oon noonner g'hedst—
Im Shwevvel moosz si' broahda!

4

Di' Porra Doonnra! Dull oon dawb,
W'rd Yaidermon! Wos fleagd d'r Shdawb!
Wos brennd's 'm in da Awga!
M'r maind's wahr Ebbes, oon's is—Niggs!—
Di' Drowva sin net f'r di' Figgs,
Sell lust iche didelich sawga!

5

Da glaina Kinner mocht m'r bung,
Mit sellem Mon im Moohnd, shoon lung—
Di' Groasza lusst m'r locha:
Wooh'n "Didesher Tzobba," immer nuch
Gadrivva w'rd, in's "Anglish Luch,"
Dorrd moosz m'r 's aw so mocha?

6

Di' "ollda Diedesha!" Well, d'r "Shnobbs
Oon Shnoobdoowogg," wawr net yooshd gnobbs,
In eara beshda Shoohla!—
Duch wea's ols mit 'm Larna wawr,
Sell wised di' G'shidehade, now so rawr,
Wooh eara Shooler Roohla!

7.

Oon "selly Soobb" wird "ooffgaw'rmd,"
Foon Yore tzoo Yore, oon ork gal'rmd
Fr's "oohrolld Dyderlaisa,"
Sell w'rd gaboodst mit Silversond,
Oon Loomba foom Galoabda Lond—
Och Gott, wos wawr 's 'n Waisa!

8

'S wawr ovver Grishdlich! In d'r Dawd,
Ear Lide, es is duch dower oon shawd,
F'r oll di' ollda Biffel,
Wooh oons galarnd hen om Blubb B'rk!
Duch well, m'r hen shear oll, nuch's M'rk,
Foon eara Didesha Griffel!

9

'S wawr ovver Grishdlich! Shdiggd datzooh,
Oon garbd di' Fryshool oonny Rooh—
Wos wore is, sull m'r glawva,
Oon's "onner," aw nuch, Blodswise; Dorrd,
Wooh Nimmond is f'r Wedderborrd
Tzoo hollda, lusst m'r 's "shdawa!"

10.

"M'r missa widder gons tzoorick,"
(Mit Diedesha B'sollder ooff 'm Rick).
"Wooh oonser Fedder wawra!
Om Panslewainy didesha Hahrd,
Is "Anglish Larna" net feal wahrd—
So 'n "Mishmosh" kennt mir shbawra!

11

"'Die Gemeinde Schulen!'" (goohd,
Dea hen d' Tzide eggseckly g'soohd)!
"Ear Singa oon ear Baida,
Ear Leaderlarna, oon so forrd,
Sell wawr gaboud ooff Gottes Worrd—
O, won m'r 's yooshd nuch daida!

12

"D'r shae, olld K'rchagsung is forrd!
M'r horchd yooshd wea di' Orgel shnorrd,
Oon shemmd sich mit tzoosinga!
Ken Ifer oon ken Arnshd is doa,
'S is olles kolld, oon shdife oon shloa—
M'r maind m'r misst f'rshbrihga!

13

"Worroom, is olles so F'rkaird?
'Sw'rd tzoo feal f'r di' Welt Galaird!

D'r Koddakism, di' Beavle,
Dea sin wull ols nuch in d'r Shoohl,
Duch yooshd, wile's evva is di' Roohl—
Sell mocht di' Soch so ivvel !

14

"Di' "Wucha-Shoohla" sin Niggs wahrd!
D'r Shdawd sorrgd f'r sy aigna Hurhd,
Oon will yooshd Menner Mocha,
Dea g'shide sin f'r di' Welt, di' Welt!
F'r Pulladigg, f'r Ommd oon Geld—
Dea's Grishdadoohm f'rlocha!

15

"Tzoorick, tzoorick! ear goohda Lide,
Tzoo oonsra Eldra eara Tzide!
M'r missa 's widder mocha,
Mit K'rch oon Shoohl, oon Dideshem G'sung,
Wea sea ols hen, shoonshd hut aib lung
D'r Dyvel oons im Rocha!"

16

So doohn di' Porra om Blubb B'rk,
Di' Fryshoohl hinnra in ear'm W'rk,
Mit "Konselgwiddra," Yaïrlich!
'S wahr in d'r Dawd 'n goohder G'shboss,
Wahr net d'r Shoohl, ear ollder Hosz,
So hea oon doa nuch g'fairlich!

17

Nuch g'fairlich? Yah gawiss ear Lide!
'S hut "laider Gott," in oonsra Tzide,
Nuch ork feal Fryshoohl Shbedder;
Dea hossa Shoohl, dea hossa Toggs,
Oon Denna mocht so 'n doomm Gagoggs,
Nuch immer greena Bledder.

18

Dea Didesha Porra! Leaver Gott!
M'r aihrd si' wull net wea m'r sutt,
Sell shdaid d'r Welt f'r Awga!
Duch haihr mull Des, dooh goohder Mon,
Wahr ear "Folsh Tzikeniss" broohfa konn.
Dahr mawk di' Shoohl f'rglawga!

19

O, Kirch! O, Shoohl! M'r haihrd des G'shbutt,
Oon denkt gawiss, 's is "Ebbes Rutt,"
Wooh so feal Duggder shdorra?
Oon 's is aw! Shlecht, oon Rutt, oon Foul!
Wen's woonnert, Wooh, dahr shickda Soul,
Tzoo oonsra Diedsha porra!

20

Dea roodsha forrd, mit "Hulls im Rawd,"
So lungsoom ooff ear'm ollda Pawd—
Sin yooshd tzoom Shellda willig:
Dea tzubba forrd, dorch keldoon Hidz,
Om ollda, lahra, Didesha Didz—
Och Gott, won koomd di' Millich?

February, 1872.

HOW TO TEACH ARITHMETIC.

BY PROF. E. C. HEWETT.

THE ultimate principles of Arithmetic are very few, although the rules and applications are somewhat numerous. Its principles are also very simple and easily understood. To many minds, there seems to be something rather mysterious in the manipulations of figures; and it must be confessed that many of our text-books so present the subject that it is not to be wondered at. Yet, it seems to me that there is nothing in the whole science that may not be presented in such a way as to appeal at once to our common sense. It is vastly easy to find fault; frequently one may show that a thing is wrong, who can not offer anything better in its place. Fault-finding, at best, is a thankless task. Nevertheless, I shall venture in this article to point out several common, I had almost said general, errors in our text-books on Arithmetic, and in our methods of teaching.

1. *A failure to distinguish figures from numbers.* How often are pupils told to "add figures," "to take a figure of the subtrahend from a figure in the dividend," "to multiply one figure by another," "to find how many times the divisor is contained in the first figure of the dividend," etc., etc. Now, every one knows that none of these operations are performed on *figures;* they relate to numbers alone. Does any one tell me that I am hypercritical, that every one understands that numbers are meant? I know this is not true; I have known many persons of considerable ability in Arithmetic, persons who have taught for years, whose ideas upon the distinction were never clear until they had been subjected to a tedious and laborious drill to correct false impressions. Neither is the distinction an unimportant one; the distinction between a *thing* and its *symbol* is never unimportant. *A number is a unit or a collection of units. A figure is a character to represent a number.* Until these two statements are fully appreciated, and our language is shaped accordingly, clearness of thought is well-nigh impossible; and he who thinks clearly does it in spite of bad statements—his own or others.

2. *The use of the terms Mental Arithmetic and Practical Arithmetic is another source of confusion.* Are arithmetical operations performed without the use of figures any less *practical* than those in which figures are used? And is there any less of *mental* operation where figures are used? But I shall be told again that this criticism is unnecessary—that some terms are convenient to distinguish operations without figures from those with figures—and that these terms are just as good as any. I reply, not so; for pupils often get the notion that there really are *two kinds of Arithme-*

tic; that Practical Arithmetic is widely different from Mental Arithmetic. The truth is, that the analysis and the operations in one case are just the same as in the other; and the only difference is, that in one case the mind retains the numbers without any symbols, while in the other it calls in symbols on account of its weakness. The full science of Numbers in all its principles and their application is possible without the use of a single figure. Figures are but catches; useful only when we are lame. Let us not teach our pupils then that it is more practical to walk with crutches than to walk without them. It is often well, when a pupil is troubled with the solution of a question involving large numbers to give him another just like it in which the numbers are small; let him analyze the latter question and solve it without figures, then require him to give the same analysis for the former question, and afterward solve, using his figures.

3. *Making the young learner deal with abstract numbers at first is entirely unphilosophical.* The untrained mind of the child or adult, when it performs real arithmetical work, always seeks the aid of counters of some kind—counters, not figures. This is the natural way; and we never gain anything in educational matters when we become wiser than nature is. Let the little arithmetician in the primary school *always* operate with counters, in the early stages of his work. Beans or kernels of corn will answer as well as anything; and in his first uses of figures, let them represent some number of actual objects which he has seen or handled. And when he comes to use figures in performing operations, let him first perform the operation with his counters, then represent the work with his figures. For instance, if he is to add thirty-five and twenty-seven, using figures, let him first lay out his counters—beans or what not—in two separate groups. In one, let there be three piles of ten each, and one pile of five; then let him represent this group or number, by the figures thirty-five, on the board. Next, make up the other group of two piles of ten each, and seven in another pile, then represent this group by twenty-seven, under the thirty-five. Now, put together the piles of five and seven, and then count out ten from the sum and observe that two are left; now gather all the piles of ten and lay them near each other, close by the two; and he will see what the result is, and how it should be represented by sixty-two under the other figures. Will he not in this way readily see the philosophy of "carrying for ten?" Let his early operations in the other "ground rules" be treated in a similar way, and he will come to see that the representative work with figures actually stands for real operations that may be performed on things.

4. *Not enough attention is paid to the grouping of numbers by tens.* Train the pupil, still with his counters in hand, to see that seven tens and four tens are added just as seven units and four units are. Teach him, in the same way, that eight units and six units, for instance, will always give a ten and four units, however many tens may already be joined with either of the numbers; that is, the pupil ought to recognize seventy-eight and six as eighty-four, just as readily as he recognizes eight and six as fourteen. After working with his counters awhile, let him commit tables like the following: Nine and seven are sixteen; nineteen and seven are twenty-six; twenty-nine and seven are thirty-six, etc., up to eighty-nine and seven are ninety-six. It will take but a comparatively little while for the child to learn to recognize at once all the combinations you can make in this way; I mean by keeping one of the numbers to be combined less than ten. After that, how easy will addition become! Is not this exactly what all rapid accountants do?—*Indiana Journal.*

MUSIC IN COMMON SCHOOLS—II.

PROF. JEAN LOUIS.

THE study of music is to the pupil mentally and morally what gymnastic exercises are physically. It elevates, refines, strengthens, enlightens, and supplies to the intelligent pupil a taste and accomplishment, the pleasure and profit of which are never lost in after life. Instruction in music will also give the children a larger opportunity to earn their bread. There may be in our public schools talent undiscovered, equaling that of Jenny Lind, Sontag, Mario, Parepa; but only culture in childhood will bring it forward for their good and the credit of the nation.

Dr. Eben Tourjeé says: "Early culture of the voice is not alone not injurious; no, it is one of the greatest means for giving vigor and strength to all the physical organs in unison. The vocal organs will be strengthened and developed by use and exercise. Singing quickens the circulation, arouses the

bodily activities, expands the lungs, and imparts increased vigor to the whole system. No people in the world can so ill afford to dispense with vocal training as Americans, one-fifth of whose entire mortality is attributable to diseases of the throat and lungs. Music is as essential a part of the educational system as History, and is certainly the more refining accomplishment. Year by year the necessity for a *complete* education is more deeply appreciated, and the welfare of the State, and the nation, can tolerate nothing less.

Music is a positive advantage in promoting harmonious operations of the mind, and invigorating and exciting all the faculties. This is especially true with respect to reading and speaking. The *first* requisite is a fund of ideas; these can result only from intelligence and education. The *next* is ability to express them; this comes from practice, commenced early in life and continued upon frequent occasions. The voice plays here a very important part, and attention ought to be paid to it in the very first lessons to children. They are imitative—but for which they never would be able to read or speak at all. They naturally love a pleasing voice, a good quality of tone; if they went through a course of vocal culture, they would be enabled to reproduce such a tone, and melodious speech be thus encouraged.

The study of music is an *aid to memory*. By its assistance, memory, through the force of associating thought and music, is strengthened. The observing faculties, the necessity of comparison, the ability to express, are all increased by the study of music. The relation of notes to each other, the degrees of strength, the length of sound, the great variety of combinations of musical forms, the infinite changes that may ring upon the seven degrees, call into action all the mental faculties, and place this branch of study below none of those insuring mental culture.

Music *aids in the discipline* of the school. At the opening of the school session it tends to subdue the somewhat turbulent disposition with which most pupils enter; it gives a chance for their exuberance of spirits to escape in song. During the session, it is a pleasing recreation from the other studies, a change that tends to relax the mental strain imposed by close confinement to other branches. The school-room becomes the abode of peace and love, a bright spot where the sun of affection is rarely obscured, even by a passing cloud of discontent.

Drawing, painting, sculpture, architecture, may elevate, may charm, but music possesses the greatest power; it softens—it subdues. The songs of our childhood are never forgotten. Music is the only universal language. Music is of vital necessity to our civilization; it belongs to the human and divine economy of things.

THE HEAVENS IN APRIL.

BY P. A. TOWNE.

OFTEN as the remark has been made, it is nevertheless no less wonderful, that so many of the proud inhabitants of this little globe on which we dwell give almost no heed at all to the works of their Creator. With abundant opportunities to become quite familiar with multitudes of facts, reflection upon which would give constant and gratifying employment to their highest intellectual powers, the great majority of men do not even learn the names and positions of the beautiful constellations that nightly challenge their admiration. Before the art of committing thought to paper was known men did better than this. The old Chaldean shepherds studied the heavens with intense earnestness; and it is likely that in pre-historic times, away back in the dim ages, the stars of heaven did not, as now, pass utterly unregarded by the masses of mankind. We may assume that not one in twenty of those who read this article has ever taken the trouble to look for the little planet Mercury; and if told that now, on some morning a little before sunrise, he may be gratified with seeing it, probably he will not rise from his comfortable couch to take a look at the beautiful visitor. "Our fathers," when they lived in caves, and considered the marrow from the bones of some wild animal their most dainty morsel, held these works of their Creator in greater regard. The truth is, more attention should be paid in our schools to the study of the heavens. With globes and maps always at the command of the student, there is no excuse for neglecting the study of descriptive astronomy. It can be pursued with more practical advantage than even geography. The teacher is not compelled to travel a mile to verify his facts. The heavens illustrate the handiwork of the Creator; the stars move in their courses for him, and every night gives him opportunity

to compare the statements of astronomers with his own observations.

The object of this article is to attract the thoughts of the teacher to the stars above him, that he may ascertain the names of the most prominent, study their motions and the limits of the constellations to which they belong, and become familiar with their relative sizes and distances, and their relations to our Sun, from some good treatise on the subject. It would not be well to attempt more in the few pages at our disposal.

On any cloudless night about the 10th day of April, and at about eight o'clock, let the reader station himself at some point as free as possible from obstructions to the view, and, with his face toward the south, look up into the heavens. The spectacle, as a whole, will be the grandest that has been vouchsafed to human vision. Compared with it all artificial scenic displays are infinitely insipid. Fifteen hundred centers of solar systems are in the field of view, some of which are on a scale far more magnificent than the system of which our Earth forms so small a part. The Earth is one of the smallest, and probably one of the most unimportant, specks in the universe. Dissipated, blown up, utterly blotted out of organized existence, the fact would never be heard of by an inhabitant of the planetary system nearest our own! Before our gaze is a universe of infinite extent, the tangible evidence of a corresponding infinite intelligence, the First Cause and Preserver of all things.

Bringing our minds down to specific objects, the attention is arrested by the great planet Jupiter, the king of the solar system, having already passed the meridian directly overhead and a little in advance of the two bright stars Castor and Pollux. As he is "nothing but a planet," we let him wander without further notice, merely observing that he is in the constellation Gemini, and will be in Cancer next year at the same time. The group of stars a little to the southwest that is far more attractive than all others in the whole heavens, is sinking toward the western horizon. Four large stars, which here make up a rectangular figure, form the shoulders, foot and knee of the famous constellation Orion. The brightest of the four is called Betelgeuse, which is in the right shoulder. A little to the west of this is Bellatrix, in the left shoulder. Rigel, in the south, is in the left foot; and Saiph, in the right knee. Just above the stars in the shoulders are three small stars, which are in the head of the huge giant. The three well-known stars, referred to in Job as the "Bands of Orion," form a part of the girdle. The most northern of the three is exactly on the celestial equator, and it will be convenient to remember that of these stars the central is about a degree and a half from each outer one; is also called the Ell and Yard and is three degrees long. It thus becomes a good measure of the apparent distance of any two stars, one from the other. For instance, the two stars in the shoulders are about seven degrees apart, and those in the foot and knee eight degrees. The distance from the left foot to the left shoulder is sixteen degrees, etc. Near the belt or girdle of Orion are three other much smaller stars, which form the sword. If a small telescope be pointed to the central star of these three, and moved slowly and cautiously around it, the great "Nebula of Orion" will come into the field of vison, and present a wonderful appearance. It is apparently a mass of chaotic matter, of irregular shape, dotted here and there with well-formed stars. One edge of the mass is well defined for a long distance, and as it slowly crosses the field the observer seems to look through an opening in the material universe out into space, blacker than the blackest night, totally unoccupied by matter. For a long time it was thought that this nebula was situated on the very outskirts of the starry system, but the great telescope of Lord Rosse has dispelled the illusion by bringing into view stars, located on the distant background, as bright and beautiful as any which adorn the ordinarily visible heavens. We are told that were these remote stars to be now blotted from existence, millions of years would roll away before their annihilation would be discovered in our solar system. Remembering that light moves about one hundred million miles in eight minutes, we have here a good illustration of the vast distances reached by our telescopes. The constellation Orion contains more than one hundred stars visible to the naked eye; and many thousand more may be seen through a telescope of even moderate power.

South of Orion is Sirius, white in color, and the brightest of the fixed stars. It is situated in the nose of Canis Major, and is for this reason commonly called the dog-star. Through the telescope of Lord Rosse this star is too bright for the eye, which requires a dark glass for its protection, as when we look at the Sun. The star is eight

times larger than our Sun, and may have planets revolving around it many times larger than Jupiter or Saturn. The other stars of this brilliant constellation lie south of the dog-star; and still further south, just above the horizon is visible the splendid star Canopus, in the Ship. About twenty-five degrees to the north-east of the dog-star is the bright star Procyon, in Canis Minor. Procyon rises a few minutes before Sirius, and hence takes its name. Like Sirius, it is of the first magnitude, though far less bright. Twenty-five degrees north of Procyon are two other stars of the first magnitude, Castor and Pollux. At six o'clock these stars are almost exactly overhead. With Procyon, and a small star in the head of Canis Minor, they form a long and narrow parallelogram, of which there are several instances in the arrangement of the stars. The largest of these stars is double; that is, though there appears to be but a single star to the naked eye, a telescope of no great power reveals two stars revolving around a common centre. A telescope magnifying eighty or a hundred times causes them to appear about an *inch* apart. In January, Castor, Pollux, and Jupiter were in the same right line. To the east of the Twins is Cancer, the crab, distinguished by a remarkable cluster known as the Bee-hive. Let the telescope be turned upon this cluster, and presto! it is hardly possible to liken it to a bee-hive, so changed is its appearance. Hundreds of stars are discovered where one was seen with the unaided eye, and the bees are too numerous to belong to a single hive. East of the Bee-hive, and almost exactly on the ecliptic circle, is the fine star Regulus in the constellation Leo. It is part of the handle of what is known as the Sickle, an arrangement of stars in the form of that implement.

In the north-east the observer will notice the Great Bear. The head of the monster already touches the meridian, while his tail is near the horizon. The star most interesting in the Great Bear is in the handle of the Dipper, and is called Mizar. Close to it is a little companion star called Alcor. Direct the telescope to the two, and Alcor will be seen far away, while Mizar will be shown as a double star, revolving in beauty, and presenting an appearance similar to that of Castor. The pointers of the Dipper will show the position of the North Star, which in turn is in the handle of the Little Dipper.

Now turn to the west. The attention is arrested by the constellation Taurus, in which are located two fine clusters, the Pleiades and Hyades. The former is commonly known as the seven stars, the largest of which is called Alcyone, and is thought to be the center of the starry system to which our Sun belongs. If this be the case, analogy would lead to the conclusion that Alcyone contains more matter than all the stars revolving around it combined; a conclusion not very astounding when we remember that there is plenty of room in the universe for an *infinite* number of such bodies. The telescope will reveal seventy stars in the space occupied by seven, as seen by the naked eye. The great star in the Hyades, a cluster resembling a harrow, wedge, or triangle, is Aldebaran. It is the eye of the Bull. Fifteen degrees to the east of Aldebaran are two stars forming the tips of very long and attenuated horns. One of these stars is south, and the other north, of the ecliptic. That on the north side is also in the heel of Auriga, the charotieer, in which constellation appears the fiery red star Capella. West of Capella is Perseus; and still farther west Andromeda, in the girdle of which is the famous nebula which no telescope has yet resolved into stars. This is now below the horizon, but in December next it will appear in the east, and in a position favorable for examination.

Home and School.

DARK LINES OF SOLAR SPECTRUM.

BY JOHN G. MOORE.

THE continuous and the discontinuous spectra which we have described give the fundamental principles of the science of spectrum analysis; and let us see how Prof. Kirchoff rises from them to the solution of the grand problem of the cause of the dark lines of the solar spectrum. He commenced in 1859 to test the accuracy of the asserted coincidence of the bright sodium line, with the dark solar line called D by Frauenhofer. He obtained a tolerably good solar spectrum, and brought a sodium flame in front of the slit; the sodium line was quite distinct and exactly coincident. He then allowed the full sunlight to fall through the same sodium flame, and to his astonishment the bright sodium line had given way to the dark D line. While the experiment verified all he had anticipated, the second part of it led him into another difficulty, and the query now became, why did the bright line

become dark? Experiment, thought he, must throw light upon this subject, and he accordingly substituted the oxy-hydrogen lime light for the sunlight and permitted its rays to pass through the sodium flame, a dark line appeared instead of the bright sodium line in the identical position. Other heated solids, as platinum wire, were tried with the same result. The appearance of this dark line under these circumstances is most readily explained, on the supposition that the sodium flame absorbs rays of the same refrangibility that it emits, and that it is transparent to all other rays, the sodium flame obstructed the yellow of the white light, and being less intense, gave an image which appeared as a shadow. Strong lights will cast shadows of weaker ones, as may be shown by holding the flame of a candle or gas in front of the lime light. It will be observed here that these experiments show the effect of the projection of the light which will give a continuous spectrum through that which will give a discontinuous one, and that the bright lines of the latter yield to the more intense light of the former, and become, by comparison, shadows; they also establish the "theory of exchanges" as being true for light as well as heat.

Prof. Kirchoff continued the investigation of spectra, and used the dark lines of the solar spectrum as guides. Imagine his surprise when he discovered the coincidence of the bright lines of iron with certain dark lines of the solar spectrum, in number not only, but in intensity and position, the darkest solar lines corresponding with the brightest iron lines. These phenomena must have a common connection. Mere accident could not give the result of the exact location of four hundred and sixty lines, hence he says: "This coincidence must be produced by some cause, and a cause can be assigned which affords a perfect explanation of the phenomenon. The rays of light which form the solar spectrum have passed through the vapor of iron and have suffered the absorption which the vapor of iron must exert," and hence the iron vapor exists in the solar atmosphere. The identity of one terrestrial element led to the careful investigation and comparison of others, when as many as sixteen elements were discovered which had a complementary in the solar spectrum. The conclusion seems therefore to be irresistible that the body of the sun is either an intensely heated solid or liquid body which would give a continuous spectrum, and that it is surrounded by a highly heated atmosphere made up of the vapors of the metals maintained in that condition by the intense heat of the interior mass. These heated vapors intercept their peculiar light which emanates from the solar surface and exhibit themselves as dark lines in the solar spectrum.

The spectroscope has, therefore, become indispensable not only to the chemist, but also to the astronomers, and is almost constantly the means of disclosing new truths respecting the sun, comets, aurora, nebulæ and even the stellar worlds.

BAD ENGLISH FROM PRETENTIOUS LINGUISTS.

In a former number of the SCHOOL JOURNAL, I took occasion to criticise certain examples of "Bad English from Public Officers;" in the present number I propose to perform a similar duty in reference to one or two conspicuous scholars.

In a text-book in common use in our schools and colleges, and which is the production of a distinguished New England linguist, I find the following sentence: "The consonants are pronounced like the corresponding letters in our own alphabet, with the following special remarks." Now I have no desire to be hypercritical, but it seems to me that this sentence is very faulty. How "consonants," or anything else, can be pronounced with "remarks" of any kind whatever, I confess myself unable to understand. The construction is not a violation of any rule of syntax, but of that comprehensive rule of grammar which requires that the writer or speaker shall express the idea which he wishes to convey in language clear, direct and forcible, a rule which presupposes a much greater mastery of the English tongue than any mere rule of syntactical agreement, and which, because it demands higher capacity, is much more frequently violated, though such violations, for a similar reason, more frequently go undetected.

Another scholar who ranks high in the American world of letters, in a labored vocabulary which has passed through numerous editions, speaking of the famous Helen, says: "She being carried off by Paris, gave rise to the Trojan war." The learned gentleman would hardly have written, "She gave rise to the Trojan war;" the introduction of the participle and its adjuncts evidently caused a little confusion in his mind. And, besides, the punctuation shows that this was not the construction he contemplated. In another part of the same volume the author, commenting on Anacreon, says: "Of his writings only a few fragments remain, and some of these are so inferior as to lead to a suspicion, not ill-founded, that they are spurious," a sentence which can hardly escape the category of "The Irish Bull." Defects in style, of this kind, are owing to a want of the logical capacity, being often found in conjunction with superior learning, and are of a much graver character than mere violations of syntax. I remember seeing, a few years since, in a work the very writing of which constituted an assumption of uncommon erudition, and which was the production of a pretentious critic of Plato, a long and involved

sentence in which the reverend and learned author had become completely bewildered, having in the profundity of his cogitations, entirely omitted the conclusion which his readers had been led with some anxiety to look for, leaving them in the most delicious uncertainty as to what he might have said, if he had not unfortunately forgotten his predicate.

It would be a very easy matter to multiply examples of this kind taken from similar sources, but those which I have given are quite sufficient to show that the possession of considerable classic learning by no means implies the ability to write good English, and how necessary it is that instruction in our admirable mother-tongue should assume a higher grade and much greater thoroughness.

NOBODY.

EDITORIAL DEPARTMENT.

Pennsylvania School Journal.

LANCASTER, APRIL, 1872.

J. P. WICKERSHAM. — J. P. M'CASKEY.

THE DEPARTMENT.

HON. E. E. WHITE, of Ohio, who has recently given instruction at a number of our institutes with much acceptance, says, in the *Educational Monthly* for February:

On our return from Union county we spent a few hours in the State School Department at Harrisburg. It occupies a commodious and very pleasant suite of rooms, and its powers and duties are ample and important. We believe that it is the best organized State School Department in the country. Superintendent Wickersham now receives the well-earned salary of $3,500. He is assisted by a deputy, two inspectors of Soldiers' Orphan Schools, five clerks and a messenger. He asks for another deputy.

Mr. White makes a little mistake in the State Superintendent's salary. It is $3,750.

THE MISSING LINK SUPPLIED.

The following is from the Milwaukee *Sentinel:*

General Fallows has submitted a plan to the Committees on Education and Claims which has received the hearty approval of the Regents and Faculty of the University and prominent educational gentlemen connected with the Legislature, whereby unity and efficiency may be secured in our educational system. He proposes to have each graded school in the State furnished with a list of the studies required for admission into the college classes and the sub-freshman class of the university, with the per cent. to be attained in each branch. The graduates of such schools, upon the certificate of the principal, setting forth in detail their standing, are to be received in such classes of the university as they may be able to enter, without further examination and without any charge for tuition in the university. This plan is believed by General Fallows to supply the missing link between the higher and lower schools, and to effect a proper gradation between them. He also believes it will give a stimulus to both the university and the public schools of the State, which they have not heretofore received. Dr. Twombly, President of the University, had a plan very similar in its general features, and gives his cordial support to this proposition of the Superintendent of Public Instruction.

"We believe," says the Wisconsin *Journal of Education*, "that the effect of the above plan will be to lift up the entire public school system of the State. It will give a reward to scholarship which is at once natural and just. It will awaken an interest in the university in all parts of the State. It will elevate the grades of the schools and give parents the opportunity of preparing their children for college *at home*, in the most critical period of their lives. It will create a demand for good teachers, and a disposition to pay them as they deserve. It will give a thorough *gradation* from the lowest primary school to the university; and as the faculty of the university are to prescribe the conditions of examination, there need be no fear that a proper standard will not be required for admission into the *highest high school* of the State. The Press in general have advocated the measure, and we hope to record in our next issue that the legislature has authorized free tuition to be given as above recommended."

THE STATE SUPERINTENDENT.

Mr. H. L. Diffenbach, of the *Lycoming Standard*, in opposing the plan of appointing the State Superintendent by a board, as suggested in the late State school report, and advocating his appointment by the Governor, as now, says:

Now we say that any man having public spirit and patriotism, a strong kindly feeling for his fellow, broad generosity, benevolence, ability and intelligence, loving his country with a heart beating warmly for its general welfare, will have decided political

convictions, followed by action, and that any person not filling this description to the full, is unfit for Superintendent of Common Schools. The proposition is too plain that one not possessing such qualifications, having no settled public convictions or ideas of duty to the public, or too timid, or cowardly, or crafty to express them, is unfit for any public position. It is also plain that a man who is not thoroughly learned in the ways of government, as well in practice as in theory, is not qualified for an administrative position that involves the interests not only of nearly all our adult people, but of all the rising generation. And it is equally clear that, technically, such man must be a politician or statesman. Then why all this parade about excluding politics from the superintendency?

No *board* to perform executive duty was ever successful in this or any other country. No one member can have his own way, and their action is always the result of compromise. Therefore no one of them feels responsibility for what is done; nor can any one of them be justly held to it, his colleagues more or less controlling his judgment. Instead of any bold, progressive man being appointed by such a board, especially upon the basis of their own appointment, a flat, insipid, opinionless, timid time-server would be sure to succeed invariably.

A man thus appointed would feel no responsibility —there would be nobody to whom to be responsible. If he pleased one, he would probably displease all the rest, and to avoid that, he would do as little of anything as possible, always being able to excuse himself to any member of the board by pointing to some other who was opposed to what was proposed to be done.

VALUE OF SCHOOL INSPECTION.

As Pennsylvania will elect a new corps of superintendents in her counties, cities and boroughs, on the second Tuesday in May next, we make below some quotations from high authorities concerning the value of an intelligent and systematic inspection of schools, hoping thereby to induce directors to bring into the work in this State, the very best talent at their command. We find most of these quotations ready made to our hand in the able "Education Report" of Ontario, for 1870, by the Chief Superintendent, Rev. Dr. Ryerson.

Dr. Ryerson himself says: "In all educating countries, the *thorough inspection* of schools is regarded as *essential* to their efficiency and improvement; and this cannot be done except by men who are competent to *teach* the schools themselves."

Dr. Fraser, the present Bishop of Manchester, who, in 1865, visited the United States for the purpose of studying our school systems, and who wrote an able report upon them, says, that "inspection is the salt of elementary education." He adds: "In fact, the great desideratum of the common school system, both in Massachusetts and generally in the States, is *adequate, thorough, impartial, independent* inspection of schools."

"My observation" says the agent of the Massachusetts Board of Education, "in visiting thousands of schools throughout Massachusetts, and many in twelve other States, have clearly proved to my mind the wisdom of maintaining a superintendent in all our cities and large townships, who shall devote his whole time to the care and improvement of schools."

Hon. T. Best, an enlightened English gentleman, says: "The schools under government inspection are as a rule the only good schools in the country."

The report of the English Commissioners in 1868 contains the following: "In this country inspection has been the most powerful instrument in the improvement of elementary education. Inspection is necessary to prevent waste, to secure efficiency, to prepare the way for improvement."

The traveling agent of the Massachusetts Board of Education uses the following forcible language in regard to the matter: "It has been said, and with great truthfulness, that the most important branch of administration, as connected with education, relates to school inspection. It is asserted by some careful observers that the Dutch school-masters are decidedly superior to the Prussian, notwithstanding the numerous normal schools of Prussia and the two or three only in Holland; and this superiority is attributed entirely to a better system of inspection. This is the basis on which the whole fabric of their popular instruction rests. The absence of such a thorough supervision of schools as is maintained in Holland with such admirable results is the weakest part of our system.

"What is needed for all our schools, and what is essential to their highest efficiency, is a constant, thorough, intelligent, impartial and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished author of the Dutch system of inspection, that, after a long life devoted to educational labor, he said: 'Take care how you choose your inspectors; they are the men whom you ought to look for, lantern in hand.' "

"A school" says Everett, "is not a clock which you can wind up, and then leave it to go of itself. Nor can other interests be

thus neglected. Our railroads and factories require some directing, controlling and constantly supervising mind for their highest efficiency, and do not our schools need the same? To meet this great want, eleven of the fifteen cities of our State, and numerous large towns, have availed themselves of the provision of the statute, and elected school superintendents who devote their whole time and energies to this work of supervision. I have visited all, or nearly all, these towns and cities, and several of them frequently, and can bear my decided testimony to the great benefit that has resulted to their schools in consequence."

A distinguished educator remarks: "Every man who has to do with schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction and discipline. A man commits a wrong against teachers, against children and against the interests of school education, who seeks the office of inspector without being qualified and able to fulfill all its functions."

"The importance of the question of public school inspection," remarks the *English Journal of Education*, "is much broader and deeper than at first sight appears. The history of that laborious transition which has occurred, first, from contented ignorance to discontent with ignorance, and then to strivings after intelligence, and attempts at education, fructifying in a very general effort to make schools efficient, discloses to the practical observer, one gangrenous obstacle attaching to the whole progress of the movement, viz., a morbid desire to screen and palliate defects. We believe far less hindrance to education has arisen from the badness of schools, than from the folly of cloaking their badness. This jealousy of criticism has been exhibited greatly in proportion to the reputation of the school. It has always been found that an inspector may, with much less chance of evoking the wrath of the managers, denounce a bad school in wholesale terms than he can insinuate a blemish, or hint, a blot, in one which "has a name." It may be said that this is very natural, as no one likes the criticism of that which has obtained him credit, and ministered to his *amour propre*: but natural as this may be, it is not the less injurious to the progress of education. The very best school is capable of improvement; and as the real value of a school is generally over-rated, and its defects are more easily veiled than those of any other object of equal importance, it is greatly to be lamented that this intolerance of criticism should pit itself against the obvious means of improvement which skilled inspection affords. We repeat, that if it stops short of a full and faithful exposure of every fault and defect in the matter and methods of instruction, it betrays its trust, and falls short of imperative duty. So far from there being ground for complaint of the censoriousness of inspectors of schools, whether local or governmental, proofs abound that they far oftener sin in being too mealy-mouthed, and winking at defects they deem it ungracious or impolitic to expose. Education is by no means in need of such delicate handling. It is far from being a flame easily extinguished by the breath of censorship. On the contrary, nothing tends more directly to feed and nourish it; and inspectors who have the manliness to set their faces against shams and rote systems, and to "develop" errors, as well as "aims," in their right light, are deserving of the hearty thanks and support of every man who wishes education to be a reality, and a thorough mind-training in the duties and subjects essential for practical life. There are two ways of inspecting schools; one is to praise the teachers and please the managers; the other is to benefit the scholars and improve the schools. It will but seldom happen that those two courses can coincide. The inspector must usually take his choice between them, and according to it is he worthy or unworthy of his office. We are no advocates of undue harshness, or a spirit of fault finding. He who takes pleasure in blaming, or who fails to apply just censure in kindly or Christian terms, is just as wrong as he who, from false lenience or truckling servility, praises where he ought to blame, or 'winks at faults he trembles to chastise.'"

"We firmly believe that the progress of sound teaching is just now more entirely in the hands, and contingent on the faithfulness and courage of inspecspectors of schools, than any other human agency. None, so well as professional and experienced examiners, can detect glosses, extinguish effete systems, substitute right ones, or invert the pyramid now tottering on its apex. Those who, chafing under the wholesome correction of their own schools, absorbed by the sense of personal grievance, and forgetting what is due to the great behests and eternal aims of education, rail at the remedy, and attack the physician instead of the disease, are the real obstructives to the cause of sound secular and availing religious instruction."

EDUCATION BILL IN CONGRESS.

THE bill providing for the distribution of the proceeds of the public lands among the several States and Territories for educational purposes, which passed the House of Representatives at Washington, February 8th, has not been acted upon in the Senate. The bill is not in all respects what we would desire it to be, but if it cannot be improved, we would like to see it pass in its present shape.

It does not interfere with the right to manage their own school affairs, which has always been held to belong to the several States, and which it would be unwise to take out of their hands. "The bill simply requires as a condition of receiving the national bounty, that each State or Territory shall provide by its own local laws for the free education of all its children between the ages of six and sixteen; that it will apply to this purpose all moneys received by the operations of the act; and that it will report annually the condition of its schools."

A narrow selfishness would find fault with

the provision of the bill which for ten years distributes the fund to the several States and Territories in proportion to the "illiteracy of their respective populations," and which of course will take the largest part of it to the South. But a patriotism that is broad enough to subordinate a mere sectional interest to the common good of the whole country, will probably see in this feature rather a merit than a defect. The South needs help in the matter of education. Large classes of the people are ignorant. Let the remedy be applied where the disease exists.

The principal objection to the bill as it passed the House, is that the power still remains in Congress to grant lands to railroads, or to anything or anybody that may be able to secure a majority of votes. If the bill had *consecrated*, as was at first proposed, the whole public domain to the grand purpose of educating the people, its passage would have marked a proud event, if not introduced an important era, in American history. But, perhaps, such an act of *self*-sacrifice is scarcely to be expected from the average Congressman of our day.

The bill devotes the income that accrues from the sale of public lands to educational purposes, and as every grant of land hereafter will diminish that income, public opinion may in this way be so aroused as to check the reckless land-grant jobbery that has for several years disgraced our national legislature. We hope for the best, for we believe with the *Nation* that, "Whatever falling off there has been of late years in the efficiency of administration, in the tone of public life and the character of public men, has been largely due to the growing weight in politics of ignorant people. There is no use in saying they are foreigners or bred to slavery; that does not mend the matter. The important fact is that they vote, and produce children who will one day vote also, and that ordinary efforts, such as have hitherto sufficed to educate the children of the educated, will no longer suffice. Something not unlike mediæval night is settling down on some parts of the country through want of schools, and in others the healthy and intelligent public spirit which has built the government up, and without which it cannot exist, is seriously declining from the same cause. It is high time this descent were arrested."

W. J. Reed, D. D., of Pittsburgh, was recently elected President of Westminster College, Penna., at a salary of $2,500 a year.

DR. WORTHINGTON'S SUGGESTIONS.

In his recent report as Secretary of the State Board of Public Charities, Dr. Wilmer Worthington makes the following observations concerning children in almshouses, and neglected and indigent children.

CHILDREN IN ALMSHOUSES.

Some of our poor-houses contain a large number of children. Many are born in these institutions, and others become inmates either because they are orphans or their parents are unfit, from vice or indolence, to provide for their support. As a general rule, these children run promiscuously with the other inmates, receiving no benefit, but rather injury, by the intercourse; and if they receive any instruction it is from paupers, whose incompetency for the work cannot be questioned.

We are glad to learn that the practice of employing paupers as teachers in these places is less in use than formerly Now we have a number of good schools, which are conducted by hired teachers, under whose influence and management the children advance in morals and education, which it is gratifying to witness. I was told by the directors of one of these institutions, that since they had adopted the plan of employing a teacher qualified for her position, the children were so much improved in their habits and moral deportment that they were in much greater demand, and there was no difficulty in obtaining good places for them as soon as they were of sufficient age to be indentured. In one instance, at least, instead of giving instruction in the house, they send the children, when of a suitable age, to a "home" established in the country, where they are maintained and taught until they reach a suitable age to be placed in families for service. Whatever may be the mode in use for the management of these children, there can be no doubt of the demoralizing tendency of instruction and association with paupers, and they should, as soon as possible, be taken from under their influence. I would, therefore, invite the attention of all to this subject who are in any way responsible for the management of these institutions, and urge upon them, as soon as practicable, the abatement of this unnecessary wrong to this unfortunate class of our young population.

NEGLECTED AND INDIGENT CHILDREN.

The keeping of children in county poor-houses, whether orphans or otherwise, is a subject which calls for the dispassionate consideration of those who are interested either in their welfare, or the best interests of society. In most of our counties this practice prevails, and, in many instances, is demoralizing in its tendency. Instead of affording this young and helpless class an opportunity of receiving that moral and industrial training which is essential to make them useful and self-supporting citizens, they are reared amidst vice and indolence, imbibing sentiments and habits which, to some extent, control their future lives.

With the exception of our houses of refuge, which are designed for the reception and training of the criminal and incorrigible youth, we have no State institution where they can be admitted, at all times, and receive that care and instruction which they

need. True, we have a class of institutions, denominated "homes," which are, generally, local in their character, varied in their operation, and doing a great work of benevolence in their respective localities; being upported by private charity, with occasional aid from the State or county treasury. Some of these homes are denominational in their character; others are free from sectarian views, and extend the area of their boundaries beyond a single county, embracing, in some instances, the entire Commonwealth, and not excluding the children of other States.

The children gathered in our county almshouses are not criminals; they are simply the creatures of misfortune, and are entitled to better care, better associations and instruction than is usually obtained in these institutions. I admit that it is difficult to suggest any plan to remedy this evil, which is entirely free from objections. It is with deference, therefore, that I lay before the Board the result of my reflections upon this interesting subject.

The plan of establishing "Homes" for the friendless, which is in operation in various sections of the State, and has shed its blessing upon thousands of our destitute and neglected children, seems to me as well adapted to accomplish the object as anything heretofore suggested. By this means private benevolence steps in, and hand in hand with public charity, a large amount of good can be accomplished. Can these institutions be multiplied so as to extend their salutary and supporting influence to every part of the Commonwealth? If so, one of the great objections against the present mode of drawing money from the State treasury, for local objects, would be removed. How can this be done? We answer, by establishing a "Home for Friendless Children" in each of the populous counties of the State. This may be done by contributions from liberal-minded and charitable individuals, whose means would justify such benefactions. Just in the same way as they are now bestowed for such objects in some of our large cities and counties. In many of these cases the State has appropriated money to aid in the erection of buildings, and otherwise assist them in their incipiency. In some instances the city or county has also lent its aid to give efficiency to the work which individual charity has established and is conducting with great energy to successful results. Where a county is too small to justify such an effort, several might be connected together for the purpose, and the management be committed to persons residing in the different counties embraced in the corporation.

FREE SCHOOLS IN NEW JERSEY.

OUR neighbor, New Jersey, under the law of 1871, is making very rapid progress in her school affairs. She has now in operation a system of county supervision similar to ours, and it is working out there the same beneficial results we have experienced here.

New Jersey for the past year, as we learn from the late State report, had a school revenue of $3,775,641.58; an attendance at her public schools of 169,430; an average attendance of 86,812; an average school term of 8 months and 18 days, and school property valued at $4,246,998.00. She paid her male teachers an average salary of $57.34, and her female teachers an average salary of $32.43. The average salary for male teachers averages much higher than in Pennsylvania, and that for females only a trifle less. We have, however, a much larger proportion of male teachers.

As a matter of interest to our readers, we quote what the State Superintendent has to say on the subject of a uniform State tax for school purposes:

Free schools and public schools, virtually, are synonymous, but not until the passage of the free school act, by the Legislature of last winter, were they practically so in New Jersey. Our cities and larger towns have had free public schools for many years, but they have been made free by special legislation and local taxation. The schools in the county, established under the general law of the State, have been pay schools, or virtually private schools with reduced tuition rates. Those who attended them were obliged to pay tuition fees—the State simply paid a part of the expenses of maintaining the schools, and thus reduced the amount to be paid by the patrons. By the passage of the free school act our whole school machinery is very much simplified, and the full benefits of a public school system is accorded to all the children of the State. If the Legislature of 1871 had done nothing more than pass the bill, entitled "An act to make free the public schools of the State," they would for this act alone have been entitled to the lasting gratitude of their constituents. Of all the work they did during the session none was more pressing than this, and none so intimately connected with all that concerns the highest welfare of the State. The bill, in its main features, is excellent, and puts the maintenance of the schools upon a perfectly sound basis.

The most important feature of the law is that which substitutes for our township school tax a uniform State tax. By this change our school system is, for the first time in its history, placed upon a sure and substantial basis. Our schools will no longer depend for their support upon a fund which a mere majority at a town meeting may any year withhold. Heretofore the continuance of schools every year depended upon the result of the vote at town meeting upon the question of school tax. If no money was voted, the schools were necessarily closed; if an insufficient amount was voted, the schools were supported in part by tuition fees; and even if enough was voted, the schools had only an assurance of one year's existence, for at the next town meeting all support might be withheld. This method of raising school money has always been the source of much contention and bitter feeling. Every year those opposed to schools would exert themselves to defeat the tax, and consequently those in favor of schools were obliged to do all in their power to secure the tax, and thus the division line between those opposing and those favoring our system of public school education was kept distinctly drawn. The townships are still authorized to vote school money, and they are even required to do so in case the money derived from the State is not sufficient to maintain free schools nine months, but the amount to be voted will not be,

as heretofore, the principal fund upon which the schools are to depend for their support. The principal support will come from the State, and if any sum is needed to be voted by the townships it will be small, and will not meet with that opposition that it has heretofore.

A State school tax is preferable to a local school tax also, because it is more just, equal and uniform. In the case of a local tax the individual with property is taxed for the benefit of the one without property; but to raise the same amount per child, one section, as for instance a township or a county, with but little wealth, might be taxed from two to four times as heavily as another section more favored with this world's goods. The practical result of this system of local taxation is, that the poorer the section the heavier will be the tax; whereas just the opposite should be the case if any difference is made. If each county were required to raise, by county tax, the money it requires for school purposes, it is evident that the poorer the county the greater would be the amount of tax per dollar to yield the same amount per child.

The inequality of a township school tax is, necessarily, still greater than that of a county school tax, for there is more difference between the wealth of the poorest and the richest township in the State than there is between the poorest and the richest county. This inequality of taxation is now removed by our State tax. The fundamental principle which underlies our whole system of public instruction, namely, that property is to be taxed for the support of schools, is now made general and uniform throughout the State. It is much easier and far more just for the wealthiest county in the State to be taxed one-half of one per cent. more than is apportioned to her as a State tax, than it would be to impose upon the poorest county a tax more than three times as great as the wealthiest would be required to pay as a county tax.

Topics of the Month.

POTTSVILLE.

In Pottsville, each teacher makes a monthly report to the superintendent, embracing the whole number of pupils in attendance at his school during the month, the average number, the percentage of attendance for the month and for the term, the number learning the letters, the number spelling in the book, the number reading in each grade of reader, and the number of visits by superintendents, directors and parents to the school, and the number of teachers' visits to parents.

When these reports are received by the superintendent, they are combined into a table for the inspection of directors, teachers and citizens. They do much to keep alive interest in the schools and to promote their progress.

In a letter recently received from Mr. Patterson, the superintendent, he suggests that if all the city and borough superintendents in the State would collect such monthly statistics and forward them to the School Department, they might be published with much profit in the School Journal. He thinks it very desirable to be able to compare the school work in the different cities and boroughs of the State.

We need scarcely say that the Journal is ready to do its part in such an effort.

PHILADELPHIA.

From the annual report of the Board of Controllers for the year ending 1871, we gather the following facts:

The schools under the jurisdiction of the Board number	414
Number of scholars, males	40,462
Number of scholars, females	40,613
Number attending night schools	6,353
Total number	87,428
Apportioned as follows:	
In Boys' Central High School	572
In Normal School	530
In Grammar schools	12,727
In Consolidated schools	8,299
In Secondary schools	19,921
In Primary schools	39,026
In Public Night schools	6,353
Total aggregate in attendance	87,428
The number of male teachers employed is	79
The number of female teachers employed is	1,505
The number of night school teachers employed	84
Total number of teachers	1,668
Expended in salaries of teachers	$883,151 75
Expended in rents of school-houses	40,336 96
Expended in ground rents	33,898 34
Expended in fuel	46,550 97
Expended in repairs and additions	46,021 44
Expended in furnaces and stoves	20,439 12
Expended in house-cleaners' wages	84,206 80
Expended in furniture	43,624 31
Expended in printing and petty expenses	7,213 88
Expended in clerk hire	2,900 00
Expended in night schools	16,857 77
Expended in general expenses	39,279 97
Expended in music	13,600 00
Expended in books and stationery	85,000 00
Expended in deficiencies of 1870	7,375 78
Total expenditures	$1,370,457 09
Appropriated by Councils	$1,390,705 75
Expended	1,370,457 09
Leaving to the credit of the city a balance of	$20,248 66

The report favors the compulsory education of vagrant children, of whom there are said to be over 20,000 in the city.

KEYSTONE NORMAL SCHOOL.

THE INAUGURATION OF THE NEW PRINCIPAL.

ON Thursday, March 14th, Rev. A. R. Horne, the newly elected Principal of the Keystone State Normal School, was formally inducted into office and entered upon the discharge of his duties. The day was a pleasant one, and a large audience assembled to witness the ceremonies. The commodious chapel was well filled, and all seemed to feel that a new era was about to dawn upon the school, bringing with it increased prosperity and usefulness. The students, the Faculty, the Board of Trustees, and numerous friends of the school from a distance were present. On the platform sat the President of the Board of Trustees, the school officials of the counties composing the district, the State Superintendent of common schools, and several clergymen. The music of the occasion was furnished by a fine orchestra.

The exercises were commenced at 1 P. M., with prayer by Rev. B. F. Patterson, Superintendent of the Public Schools of Pottsville. Rev. B. E. Kramlich, President of the Board of Trustees, addressed the new Principal in an able manner, reviewing the history of the school, naming the circumstances which led to his selection for the high office to which he had been chosen, and informing him that the Board of Trustees and the friends of the institution, had full confidence in his acquirements as a scholar, his integrity as a man and his skill as a teacher. Under his administration, they thought success was undoubted. In concluding, he presented Mr. Horne, the keys of the institution. Mr. Horne received them and briefly responded.

Addresses of welcome to the new Principal were then made on the part of the Faculty, by Prof. Nathan C. Schaeffer, who has been the acting Principal for the past six months and to whom the school is largely indebted; and, on the part of the students, by Mr. Gauger, of the graduating class.

Mr. Horne's inaugural address was an able production. It occupied about an hour in delivery, and the speaker was frequently interrupted by applause. We had hoped to publish some extracts from it, but the promised report has not yet reached us.

The inaugural address was followed by brief speeches by the State Superintendent, Rev. Mr. Brobst of Allentown, Superintendent Brunner, of Berks, Superintendent Patterson of Pottsville, Mr. Stewart, Principal of the High School of Reading, and others. The occasion was a very pleasant one, and everybody present seemed to enjoy the exercises. The school seems to have passed from under the cloud which for the past year or two has overshadowed it, and now promises to enter upon a career of prosperity that will make it a great success. It starts out under the new administration with a united board of trustees, a full faculty of instructors and one hundred and fifty fine-looking students.

DELAWARE COUNTY.

THE HIGH SCHOOL MOVEMENT.

IT has been in contemplation for some time by the progressive school men of the county of Delaware to make an effort to establish a system of graded schools throughout the county, and to crown the whole with one or more high schools. At the convention of school directors, held at Media, a little more than a year ago, a committee, of which J. R. Whitney, Esq., a leading citizen of the county, was chairman, was appointed to report upon the subject. On the 19th of February last, the convention reassembled, and agreed unanimously, to ask the present legislature to pass a law containing the following provisions:

That whenever any five directors or controllers in any county of this Commonwealth shall request, in writing, the county superintendent of common schools to call a meeting of the directors and controllers of the several school districts of said county, for the purpose of considering the question of establishing one or more high schools within their county limits, it shall be his duty to do so as soon thereafter as may be possible and at some convenient and accessible place within the county limits.

And, whenever the directors and controllers of the several school districts in any county, by vote of not less than two-thirds of the number present, shall at a meeting thus convened, deem it necessary or expedient to establish one or more high schools within their county limits, they shall elect from their number a board of control for such schools, which shall consist of one member from each separate school district, and which shall be entitled "The Board of Control of County High Schools."

Said board of control shall, immediately after its first organization, divide the members thereof, by lot, into three classes, one of which shall retire from office at the end of one year from the first day of the following July, one at the end of two years, and one at the end of three years from the same date. The directors and controllers of the school districts represented by the retiring members shall elect on or before the second Monday in June of each year, new members for three years from the first day of the following July to fill the vacancies thus occasioned. In case of a vacancy by death, resignation or removal,

the directors or controllers of the districts whose representation is thus impaired, shall immediately thereafter proceed to elect a suitable person to fill said vacancy.

This board of control shall be and hereby is empowered to solicit and receive contributions in money and grants of land from private citizens, and from township, borough and State authorities, for the purpose of erecting and maintaining as many high schools as the wants of the county may require; and if the whole amount needed for such purposes cannot be obtained in this manner, then they shall collect such additional sum by taxation in the following manner to wit: They shall annually, and by vote of not less than a majority of their number, determine what additional amount will be required for the high school or schools in operation, or to be erected, during the ensuing school year, and transmit a detailed statement of the same to the several boards of directors of the county, who shall proceed to levy and collect the same in the same manner as they are now authorized by law to do other taxes for school purposes, and pay the same over to the proper officers of the board of control.

In general this board of control shall exercise the same powers and functions, and be subject to the same rules and restrictions for the benefit of the high school or schools under their charge for the whole county, as are exercised by the directors or controllers of each school district for the benefit of the schools under their charge.

The convention also adopted the following resolution, reported by the same committee:

Resolved, That this convention of the school directors of Delaware county, Penna., earnestly recommend the directors of the several school districts of this county to take immediate steps to establish, at as early a day as may be practicable, graded schools in their several districts.

NORMAL SCHOOL CONVENTION.

A MEETING of delegates representing the several Normal School districts, was held at Harrisburg on the 6th of March, in the rooms of the State Superintendent of Common Schools. The meeting was organized by the election of Rev. W. E. Moore, of West Chester, as president, and Prof. Edward Brooks, of Millersville, as secretary. The following delegates were in attendance.

Millersville.—J. G. Peters, A. M. Frantz, Esq., S. T. Davis, M. D., and Prof. Edward Brooks.

West Chester —Hon. W. Worthington, M. D., Hon. W. B. Waddell and Prof. E. H. Cook.

Kutztown.—Rev. B. E. Kramlich, Hon. H. H. Schwartz and Rev. A. R. Horne.

Shippensburg.—E. J. McCune, S. W. Wherry, G. R. Dykeman and Hon. A. G. Miller.

Mansfield.—S. B. Elliott, Rev. M. D. Taylor and H. M. Spencer.

Edinboro'.—E. W. Twitchell and J. R. Taylor.

Bloomsburg.—Col. J. G. Frieze and J. A. Funston.

California—Rev. C. L. Ehrenfeld and J. M. Mickey.

On motion, Hon. Jas. P. Wickersham, Superintendent of Common Schools, was invited to a seat in the convention.

After a very full interchange of views relative to changes in the Normal School law, a commitee was appointed to prepare business for the evening session, and the meeting adjourned to meet at 7 o'clock.

During the evening session there was an animated and protracted discussion of several proposed changes in the Normal School law, which resulted in the adoption of the following resolutions:

Resolved, That we approve the policy of the State appropriating $15,000 for the establishment of each State Normal School, and also recommend an additional appropriation of $5,000 annually to each school after it shall have been recognized and shall have gone into successful operation, provided that an equal amount has been or shall be raised and expended by the authorities of the institution, and provided further, that the total amount thus appropriated to each school shall not exceed $50,000.

Resolved, That this convention recommends that the appropriation to the students of State Normal Schools, who are preparing for teachers, shall be *one dollar* per week.

On motion, a committee consisting of Dr. W. Worthington, J. G. Peters, J. M. Mickey, Rev. W. D. Taylor, J. S. Taylor, A. G. Miller and Wm. Neal, was appointed to present these resolutions to the Legislature.

On motion, the following committee was appointed to prepare a general plan for the establishment and management of the normal schools of the State: Prof. Edw. Brooks, Rev. A. R. Horne, S. W. Wherry, Esq., R. T. Cornwell, Esq., Rev. C. L. Ehrenfeld, J. A. Funston, Esq., Hon. E. W. Twitchell and Hon. S. B. Elliott.

The meeting then adjourned to convene at the call of the committee.

EDWARD BROOKS, *Secretary.*

BEAVER FALLS SCHOOLS.—The board of education of this prosperous town has just completed one of the finest Union school buildings in the State, at a total cost of over $30,000. The building is three stories, containing ten school departments, with a large lecture hall. Each room is furnished with the latest improved patent desks, wardrobes, water-tanks, gas fixtures, etc. In the belfry is an exceedingly fine-toned bell, which can be heard at a great distance—a gift, we believe, of the Harmony Society. The edifice is an ornament to the town and county, and reflects great credit upon the intelligence of the citizens of the place. The directors who have given their time and attention to its erection, merit the commendation of all friends of education for their zeal and energy in pushing forward the work to a happy conclusion.

On last Monday the doors were thrown open for the reception of pupils. And such happy faces! With what pride they viewed their future educational home! Joy was depicted on the countenances of over four hundred boys and girls, as seats were as-

signed them in their respective cosy departments. The board was fortunate in securing the services of the following corps of teachers: Mr. Long, Misses Forbes, Foulke, Reed, Russell, Bryan and Moorhead. Supt. Fields was present and assisted in organizing the school, which has opened under the brightest prospects. The gentlemen who are at present members of the board of education are Messrs. Large, Reeves, Dawson, Cline, Hawkins and Liscomb.
Beaver Radical.

RELIGIOUS REVIVAL.—Quite an extensive revival of religion has been experienced in the Pennsylvania Agricultural College, in Centre county—the first in the history of the institution. This will be gratifying news to parents whose sons and daughters are at the college. We learn, also, that the number of students has more than doubled within the past ten months, and that there has been a great improvement in all the departments since the admission of ladies. Rev. James Calder, the president, is succeeding admirably in making the college popular.—*Harrisburg Telegraph.*

PERSONAL.

T. R. H. JOHNSON, of Washington, Pa., is the only colored teacher in the State to whom a permanent certificate has been granted. The date of his certificate is January 1st, 1872. Mr. Johnson has the reputation of being an excellent teacher.

F. S. BURROWES, son of the late Dr. Burrowes, delivered the valedictory oration at the recent Commencement exercises of the Agricultural College. His subject was "Imagination." A report says of the effort, "He held his audience well, and the composition showed that he was not destitute of that very desirable attribute of which he was treating. The farewell to the Faculty was full of feeling and showed how pleasant had been their relations." Mr. B. has recently been appointed assistant professor of mathematics at this institution.

We hope the *Rural Press* is right and that our old friend receives the salary named; but we presume the amount is much overstated.

IN THE LIST of lecturers and instructors at the institute of Somerset county, named in the February number of the JOURNAL, the name of Miss Rose A. McCleary, of Pittsburgh, should have been included. The note received from the county superintendent of the county, explaining his mistake in omitting her name, adds: "She won for herself a good reputation as an elocutionist."

OFFICIAL DEPARTMENT.

DEPARTMENT OF COMMON SCHOOLS,
HARRISBURG, April, 1872.

PERMANENT CERTIFICATES GRANTED.

NO.	NAMES.	RESIDENCE.
862	Mary E. Trout.....	Strasburg, Lancaster co.
863	Sallie E. Huey.....	Boalsburg, Centre "
864	Richard C. Weir....	Warrior's Mark, Hunt'dn.
865	A. F. K. Krout.....	Coplay, Lehigh county.
866	Josiah F. Jacoby....	Locust Valley, Lehigh co.
867	Rebecca Singley....	Catasauqua, " "
868	Edwin H. Breder...	" " "
869	Charlotte Bear.....	" " "
870	Cecilia Wonderly...	" " "

STATE SUPERINTENDENT.

The proceedings of the Legislature containing the following extract came to hand just as we are going to press. There is time only to say that its recipient fully appreciates the honor done him by this appointment by the Governor and its unanimous confirmation by the Senate, and he is ready to pledge himself anew to administer the important interests confided to his care to the best of his ability, fairly, firmly and honestly.

"The Governor also sent in the following nomination:

EXECUTIVE CHAMBER,
HARRISBURG, March 22, 1872.

To the Senate of Pennsylvania:

GENTLEMEN—I hereby nominate and appoint Prof. James P. Wickersham, of the county of Lancaster, Superintendent of Common Schools (subject to the advice and consent of the Senate), for the term of three years from the first Monday of June next.

JNO. W. GEARY.

On motion of Mr. Anderson the rule was suspended and the nomination confirmed by a unanimous vote."

CITY AND BOROUGH SUPERINTENDENTS.

IT is well understood that the triennial election of County Superintendents, will take place in the several counties on the first Tuesday in May next. It is not so generally

known that under the provisions of the Act of 1867 and its supplement, each city and borough in the commonwealth having seven thousand inhabitants or over can, on the same day, elect a superintendent of its own for three years, and thereafter be exempt from the control of the County Superintendent and from the payment of any part of his salary.

We give below a list of the cities and boroughs, that will be entitled to elect a superintendent under the act. We include a few whose population. according to the census of 1870, was somewhat under seven thousand, but which, no doubt, has now reached that number:

Allegheny,	Allentown,
Birmingham,	Lock Haven,
East Birmingham,	Meadville,
Pittsburgh,	Titusville,
Reading,	Carlisle,
Altoona,	Harrisburg,
Chester,	Corry,
Erie,	Lancaster,
Lebanon,	Pittston,
Scranton,	Wilkesbarre,
Williamsport,	Norristown,
Easton,	Pottsville,
York,	Danville,
Hyde Park,	Carbondale.

Of these the following have now superintendents acting under the law: Pittsburgh, Altoona, Allentown, Meadville, Titusville, Harrisburg, Chester, Erie, Scranton, Williamsport, Easton, York, Wilkesbarre, Pottsville, Hyde Park and Reading. Philadelphia is not named, because that city is exempted from the operation of the law. If the law were extended to each school Section of that city, the friends of education would witness a degree of improvement in their schools now scarcely dreamed of.

By not having superintendents of their own, Allegheny is now losing $1,356.96 per annum; Birmingham, $167.31; East Birmingham, $229.35; Lock Haven, $210.21; Carlisle, $185.90; Lebanon, $185.24; Corry, $161.59; Pittston, $157.63; Lancaster, $607.27; Norristown, $297.22; Carbondale, $185.13, and Danville, $222.09. Should the salaries of county superintendents be increased, as they most likely will be, the places named will lose proportionally more if they still neglect to elect superintendents. The subject is brought to their attention now, in order that the boards interested may take the matter into full consideration before the day fixed for the election.

It is proper to add that there is nothing in the law to prevent superintendents elected under it from teaching a part of the time if their boards of directors desire it.

TO SCHOOL DIRECTORS.

THE ELECTION OF SUPERINTENDENTS.

IN substance, the following article was printed in the April number of the SCHOOL JOURNAL three years ago. Its advice and suggestions are as appropriate now as then:

Superintendents of schools are to be elected on Tuesday, the 7th of May next, in all the counties of the commonwealth, and in all cities and boroughs having seven thousand inhabitants that desire to do so. Scarcely any other election should so deeply enlist the interest of the people. We can afford bad government anywhere else better than in respect to our schools. Good schools make good citizens, and good citizens are necessary to the very existence of a State. Pennsylvania has 900,000 children in in her common schools and more than $9,500,000 are annually expended for the purpose of instructing them. Whether these children shall be well instructed or otherwise, whether this vast sum of money shall be well or ill applied, will depend in good measure upon the officers placed over the schools at the coming election. Let whole communities see to it that the best men shall be chosen.

Unless the mode be changed by an Act of Legislature before the time, county conventions of directors will be called to assemble at the respective county seats, by the county superintendents now in office. The best place for meeting is generally the Court House. City and borough conventions will be called by the proper board of directors or controllers in the manner prescribed by law at their usual place of meeting. The directors of cities and boroughs that elect superintendents of their own cannot take part in the county conventions. The law does not say at what hour the conventions shall assemble, and the local authorities calling the conventions must fix it to suit local circumstances. One o'clock, P. M., is generally adopted as the most suitable hour. It would be well for the directors of cities and boroughs entitled to elect a superintendent, but not now having one, to determine the question, whether they will elect such an officer at a preliminary meeting.

The convention should organize by electing a president and secretary. Vice presidents and assistant secretaries may be elected if desired. County superintendents generally have in their possession full lists of the members of the different boards of directors in their respective counties, and when this is the case, a list with the districts properly designated should be handed to the president of the convention. It should be read, in order that all errors may be corrected, and that it may be known who are present. If the county superintendent cannot furnish a list of the directors, some one from each district represented should hand to the president the names of the directors in his district, from which the secretaries should prepare a roll, and this, when called, will show who are present. In voting, the name of

each director must be distinctly called, and his vote recorded; that is, the vote must be taken by *yeas* and *nays*. It requires not only a majority of the directors *voting*, but of those *present*, to elect a superintendent.

Knowing who are members, the convention is prepared to fix the salary of the office of county superintendent for the coming term of three years. It will be found best in nearly every case to fix the salary before electing the officer. If several sums are named, the vote should be first taken upon the highest, but if a majority of directors do not vote for that sum, then the vote should be taken upon the next highest, and so on, until some sum receive a majority vote. This done, candidates for superintendent can be nominated and voted for, until some one receive a majority. Nothing further is then to be done, except for the president and secretary to make out and sign the certificate of election in the form appended to this article, and forward it to this department. Blanks for this purpose will be placed in the hands of the several county superintendents and the secretaries of school boards in all the county-towns.

The following questions should receive careful consideration at the hands of the members of a convention about to elect a superintendent of schools: *What qualification should a superintendent of schools possess?* and, *What salary should be paid him?*

In answer to the first question, it may be said that such a superintendent should possess certain *physical qualifications*. No one can properly discharge the duties of the office who is not in the enjoyment of general good health. Especially is this the case with county superintendents who have to visit schools in rural districts, and are consequently much exposed.

Intellectual Qualifications.—As a test of intellectual qualifications, the law renders any one ineligible to the office of superintendent who does not possess one of the following documents: A diploma from a college legally empowered to grant literary degrees; a diploma or State certificate issued by the authorities of a State Normal School; a professional or permanent certificate, issued at least one year prior to the election; a certificate of competency from the State Superintendent, or a commission as a county, city or borough superintendent. In addition to the intellectual qualifications usually indicated by the possession of documents like the above named, a superintendent of schools should be a broad, liberal thinker, a good speaker, a man of tact and of marked administrative ability.

Moral Qualifications.—The law says no person shall be eligible to the office "unless he has a sound, moral character." The very letter of the law should in this respect be adhered to, and will be, so far as the Department is concerned. Nor is it sufficient for a superintendent of schools to be guiltless of any gross "immorality." He should be a positive worker for good; if possible, he should have all the moral qualities implied in the noble expression: "a Christian gentleman."

Professional Qualifications.—It is provided in the law, that a person cannot hold the office of Superintendent of schools unless "he has had successful experience within three years of the time of his election." The *spirit* of this provision is, that a superintendent must be a professional teacher—not a lawyer, doctor, minister or a member of some other profession desiring to hold the office until a way opens to engage in something else.

The office of superintendent of schools belongs to the teachers, it has to do with teachers, and should always be filled by a teacher. If directors can find in a county a teacher devoted to his profession, who always attends institutes, who reads works on teaching, who advocates common schools, who, like Richter, "loves God and little children;" who, in short, is something of an enthusiast in his work—he, in all probability, is the man to make a superintendent, even though he has not been to college.

The second question is a difficult one to answer. The salaries of superintendents are now very unequal, and some change in the mode of fixing them has been thought desirable. With regard to cities and boroughs, the plan now pursued is a very proper one, as they pay their superintendents out of their own funds; but with regard to the counties it leads to great irregularities. It is considered within the power of the State Superintendent to change the mode of paying county superintendents' salaries, and to pay the superintendent of each county in whole or in part out of the appropriation to that county, and in case the irregularities which now exist become much greater, that power will be exercised.

Superintendents ought to be paid liberal salaries. Their work, when well done, is both delicate and difficult. Good officers can hardly be paid too much, and we had better have none at all than poor ones.

There is a bill relating to this subject now pending in the Legislature. It may or may not pass before the holding of the conventions. The salaries of county superintendents as fixed in this bill are based upon the number of schools and the number of square miles of territory there are in each county. This is the safest practical basis that could be found. Two dollars are allowed for each school and one dollar for each square mile of territory. The only exception is that the smaller counties have been assigned salaries somewhat out o proportion to the larger ones; but this wlll be considered fair when it is remembered that a superintendent in a small county must possess the same qualifications as are possessed by a superintendent in a larger one, and has an institute to hold, reports to make and other duties to discharge which require the same amount of labor.

For the information of directors the following table is inserted. It should be added that conventions have power given them by the bill to increase the salaries of the superintendents they elect above the sums named, if they decide to do it, out of the appropriations to their own counties. If passed, the effect of the bill will be to equalize the salaries of county superintendents without increasing the aggregate amount paid them.*

FORM OF CERTIFICATE OF THE ELECTION OF A SUPERINTENDENT OF SCHOOLS.

To ——— ———,

Superintendent of Common Schools.

SIR: The undersigned, President and Secretary of the Convention of School Directors of ——— ———, convened, according to law, on ———, the —— day of ———, 18—, do hereby certify that ——— ———, whose address is ———, was elected, *viva voce*, by a majority of the whole number of directors present, as ——— superintendent until the first Monday in June, one thousand eight hundred and seventy-five; and that the evidence of competency, to fulfil the duties of the office, presented to the convention by the said ——— ———, was

*See table on next page.

such as is required by law; consisting of ———.

They further certify, that the amount of compensation for said superintendent was fixed by said convention at the sum of ——— ——— ——— ——— dollars ($———) per annum; and that the whole number of directors present was ———, of whom ——— voted for the said ——— ———, and that ——— ———, whose address is ———, received ——— votes; and ——— ———, whose address is ———, received ——— votes.

Dated at ———, this ——— day of ———, A. D. 1872.

——— ———, *President.*
——— ———, *Secretary.*

SALARIES OF SUPERINTENDENTS.

COUNTY.	No. of Schools.	No. of Sq. Miles.	Present Salary.	Proposed Salary.
Adams	159	528	$ 800 00	$1,000 00
Allegheny	533	754	2,000 00	1,820 00
Armstrong	246½	039	1,000 00	1,132 00
Beaver	183	466	1,200 00	1,000 00
Bedford	210	994	1,000 00	1,414 00
Berks	408	920	1,250 00	1,736 00
Blair	157	594	1,000 00	1,000 00
Bradford	375	1,174	1,000 00	1,924 00
Bucks	254	605	1,000 00	1,123 00
Butler	219	785	1,000 00	1,223 00
Cambria	189	070	1,000 00	1,048 00
Cameron	28	407	1,000 00	800 00
Carbon	120	400	1,100 00	1,000 00
Centre	203	1,075	1,200 00	1,481 00
Chester	343	738	1,700 00	1,424 00
Clarion	177½	600	1,500 00	1,000 00
Clearfield	158	1,190	1,200 00	1,506 00
Clinton	126	924	1,200 00	1,176 00
Columbia	179	431	1,000 00	1,000 00
Crawford	366	984	1,500 00	1,716 00
Cumberland	217	544	1,000 00	1,000 00
Dauphin	196	559	1,000 00	1,000 00
Delaware	116	177	1,000 00	1,000 00
Elk	49	098	600 00	800 00
Erie	301½	750	1,000 00	1,353 00
Fayette	227¼	824	800 00	1,279 00
Forest	35	445	800 00	800 00
Franklin	246	750	1,200 00	1,242 00
Fulton	69½	420	1,000 00	800 00
Greene	174½	608	1,000 00	1,000 00
Huntingdon	200	840	800 00	1,252 00
Indiana	239	770	1,000 00	1,248 00
Jefferson	140	645	1,000 00	1,000 00
Juniata	102	351	800 00	1,000 00
Lancaster	526	950	1,700 00	2,002 00
Lawrence	150	558	1,000 00	1,000 00
Lebanon	182	506	1,200 00	1,000 00
Lehigh	224	364	1,300 00	1,000 00
Luzerne	352	1,400	2,000 00	2,104 00
Lycoming	170	1,080	1,500 00	1,420 00
M'Kean	80½	1,120	1,261 00	800 00
Mercer	271	650	1,000 00	1,192 00
Mifflin	99	370	800 00	800 00
Monroe	128	600	600 00	1,000 00
Montgomery	281	472	1,200 00	1,034 00
Montour	72	148	800 00	800 00
Northampton	178	375	1,000 00	1,000 00
Northumberland	202	457	1,000 00	1,000 00
Perry	169	539	500 00	1,000 00
Pike	52	600	600 00	800 00
Potter	144	1,071	1,000 00	1,359 00
Schuylkill	345	760	2,000 00	1,450 00
Snyder	104	293	500 00	1,000 00
Somerset	208½	1,066	800 00	1,483 00
Sullivan	61	433	800 00	800 00
Susquehanna	271¼	797	1,000 00	1,340 00
Tioga	267½	1,116	1,250 00	1,651 00
Union	84	258	800 00	800 00
Venango	219	516	1,500 00	1,000 00
Warren	171½	861	1,000 00	1,204 00
Washington	284	896	1,000 00	1,464 00
Wayne	210	720	1,000 00	1,140 00
Westmoreland	320	1,050	800 00	1,690 00
Wyoming	93	409	500 00	800 00
York	345	900	1,500 00	1,590 00

INSTITUTES.

Reports have been received from all the institutes that have been held except the one in Elk county, which met March 11th, at the county seat. The only institutes yet to be held during the present school year are the following: Allegheny, to meet at Pittsburgh, April 1st; Pike, at Milford, April 15th; and the Altoona City Institute, the time for which has not been fixed.

NOTES ON INSTITUTE CAMPAIGN.

DAUPHIN.—The annual meeting of the county convention was held at Middletown during the week commencing December 11th, 1871. Whole number of actual members in attendance, 79; largest number of spectators present at one time about 350. Names of instructors and lecturers: James L. Harrison, Chas. W. Deans, J. H. Strock, Geo. J. Luckey, Henry Houck, O. H. Miller and the State Superintendent.

WASHINGTON.—Institute was held at the county-seat during Christmas week. Whole number of actual members, 240; largest number of spectators present at one time, 400. Names of instructors and lecturers: Hon. E. E. White, of Ohio; Dr. Franklin Taylor, Rev. Dr. Hays, Revs. Bittinger and Davidson, Prof. C. L. Ehrenfeld and Prof. C. L. Loos.

ADAMS.—The institute held at Gettysburg, during the week commencing January 15th, was very largely attended and was one of the most successful meetings yet held in the county. Whole number of actual members, 161, nearly every teacher being present; largest number of spectators present at one time, 600. The following persons were present as lecturers or instructors: Prof. Mark Bailey, Rev. Dr. Morris, Dr. Franklin Taylor, Prof. Ferrier, Prof. Baugher, Prof. Tighlman, J. H. Wert, A. D. Rowe, Aaron Sheely and Mr. Kain.

LUZERNE.—The county institute held two meetings this year, one at Waverly, commencing December 19th, 1871, and the other at White Haven, commencing February 21st, 1872. Whole number of actual members, 214; largest number of spectators present at one time, 150. Names of instructors and lecturers: Profs. Verrill, Walker and Scheaffer, Drs. Hakes and Doyle, William Quigley, P. Martin, P. J. Higgins, O. A. Tiffany, W. A. Campbell, J. Cannon, Mrs. Bracken, Misses Preston, Woodbridge, Reese and Finch.

ITEMS FROM LATE REPORTS.

BUTLER.—A first-class school-house, well furnished, has been built in Portersville borough.

BUCKS.—The Hughesian institution, located at Buckingham, Bucks county, now in charge of Mr. A. B. Corliss, is assuming the character of a free high school for Buckingham township. It is now a graded school, and is kept open by the endowment of Amos Austin Hughes, who left, for the support of this school, $6,000, and a valuable farm of ninety-one acres. In the normal class several pupils are preparing for teachers, and for the Millersville State Normal School.

CHESTER.—During the month of February local institutes were held at Cochransville and West Grove, each lasting one week. About 1,900 persons were in attendance, including nearly all the directors and teachers of the vicinity. The largest number present at any one time, 550. Directors in the vicinity of these institutes say: "The sentiment of the community has been changed; we here no more complaints about high taxes or objections to graded schools." The lyceum in Highland appoints a committee each month to visit the schools of the township and report their condition, and the effect is good. The Farmers' Club of West Brandywine is devoting considerable attention to education. Various questions are discussed at their meetings, especially "graded schools" and "local supervision."

LAWRENCE.—During the month of January three local institutes were held, two in New Castle and one in Harlansburg. Sixty teachers, fifteen directors and about seven hundred citizens attended; largest attendance at one session, four hundred. The interest manifested at these meetings was gratifying to the friends of common schools. The superintendent was assisted by Revs. B. M. Kerr, J. H. Peacock, Profs. W. H. Cooper, M. Gantz, and other active friends of education.

LEBANON.—The plan of paying teachers according to the marks in the branches and the number received in practice of teaching during the term, has been adopted in South Annville and Cornwall, and is found to be the best yet proposed.

LYCOMING.—In the districts which have only a four months' term, the schools are quietly and successfully approaching their terminations. Quite a large number of the most advanced schools will close with an inspection and other appropriate exercises. George A. Dodd, a teacher of Montoursville, and a student of the Lycoming county normal school ever since its organization, has received the unanimous recommendation of the committee appointed for admission to West Point. The class of applicants numbered fourteen. Mr. Dodd, the candidate chosen, is an orphan, in his eighteenth year, and of more than ordinary talent. He is an untiring student, and his literary proficiency is the result of his own perseverence, that, too, amid adverse and embarrassing circumstances—an example of "Where there is a will, there is a way."

MERCER.—Vocal music has been introduced, and is now successfully taught in the schools of Mercer, Greenville and Sharon. The directors of Pymatuning have supplied each school with a copy of Webster's Unabridged Dictionary.

VENANGO.—The teachers of Rockland gave a literary entertainment at Davis' Hall, February 26th, at the close of their district institute and winter term of school. One of our most successful schools is the first primary of Oil City (south side), taught by Mr. Williams, on the Kindergarten plan. Writing apparatus suitable for such a school has been purchased by the board, and the school has bought an organ with the proceeds of an exhibition.

WASHINGTON.—During February the superintendent spent 25 days in official duties. In performing these duties he traveled 314 miles, wrote 12 official letters, visited 30 schools, in each of which he delivered an address to teacher and pupils. In these visits he was accompanied by 24 directors and not a few patrons of these schools. Educational meetings and institutes were held at Hoge's Summit, Burgettstown, Alexander, Taylorstown, Florence, Venice and California. The meetings were largely attended by teachers, pupils, patrons and directors. The proceedings of these meetings were fully reported in all the county papers, and in this way a deeper and livelier interest has been awakened on behalf of common education. Most of the country schools will close in March. These as well as the schools in the towns have *generally* been well taught during the winter term. At no period in the past have our schools been in a more prosperous condition.

BOOK NOTICES.

THE ART OF TEACHING SCHOOL. *A manual of suggestions for the use of teachers and school authorities, superintendents, controllers, directors, trustees and patrons of public schools and higher institutions of learning. By J. R. Sypher, Author of History of Pennsylvania, History of New Jersey, American Popular Speaker, etc. Philadelphia: J. M. Stoddart & Co.* 1872.

The first County Teachers' Institute held in Eastern Pennsylvania met at Lancaster, in the month of January, 1853. Among the teachers there assembled was a young man, slim, straight, pale, with an intellectual face and a rather self-satisfied air. He was always in his seat, remarkably attentive to the exercises and ever ready to answer questions or to assist in the business of the institute. It was J. R. Sypher, then probably seventeen or eighteen years of age, and just commencing the work of teaching. Two years later, as County Superintendent of Lancaster county, we examined him for the position of principal of the high school at Marietta. He passed an admirable examination, and taught an excellent school. Subsequently, he graduated at Union College, studied law, and spent several years on the editorial staff of the New York *Tribune*, acting as one of the army correspondents of that paper during the war. While thus engaged, he found time to write several volumes as above named.

Mr. Sypher has always been more of a teacher than anything else. Up to within a few years, he was seldom absent from the meetings of the State Teachers' Association, and he has always been in the habit of frequently writing articles for educational journals. We believe that he feels more at home with teachers than with any other class of persons, and we would not be at all surprised to see him re-

turn to his "first love." Perhaps, the writing of this work on the "Art of Teaching School," is an indication of it.

But as to the book. Its contents are readily divisible into three parts. The first part, comprising the first two chapters on "Education" and "Discipline," is mainly theoretical. The leading positions taken are sound; but we are far from endorsing the author's criticism of public school education. It is not true that this kind of education "is almost universally impractical, the methods are disagreeable and illogical, and the result, purchased at the price paid for intelligence, is popular ignorance. Ten or fifteen years of school-life are given over to the study of illogical books, the solution of intricate problems found in school arithmetics, to the mastering of impractical methods and bungling devices, to the memorizing of useless and meaningless rules in grammar, correcting false syntax and parsing, to learning the names of places noted for the number of shoes made there or the quantity of cheese produced annually. This, coupled with the ability to read indifferently and write illegibly, in many places is all that is acquired by the majority of pupils in the public schools." We cannot but think that this as well as some other paragraphs throughout the book were written without due deliberation.

The second part of the work treats of general school management, and young teachers will find in the several chapters on "School Authorities," "Organization" and "Management," much that will profit them.

The remaining chapters relate principally to methods of teaching the different branches of study and contain many practical suggestions of great value. Experienced teachers will question some of the methods proposed, but they are all calculated to awaken thought. We welcome the book to the literature of the profession as we shall welcome its author back again to the teachers' ranks. W.

WILFRID CUMBERMEDE: *An Autobiographical story. By George Macdonald—Author of "Annals of Quiet Neighborhood," "Alec Forbes," etc., with* 14 *full page illustrations.* 12 *mo. Pp.:* 498. *Cloth.: Price* $1.75. *New York: Chas. Scribner & Co.*

Some years since we enjoyed the "Annals of a Quiet Neighborhood," and last summer on a pleasure trip down Lake Superior, read it again with so much interest that our travel companions of the story are somehow pleasantly associated with the lovely islands and gogeous sunsets of that grandest of lakes. It was, therefore, with anticipations of a rare treat in store that we took up Wilfred Cumbermede one day at noon—at midnight turning the last of its fascinating pages. It is a story with a soul in it, that will have for many its lesson of Christian kindliness and broader charity. Wilfrid's childhood is sketched with a master hand; his three teachers are types each of his class, the class to which the first belongs being rarest of all. The story attracted much attention during its serial publication in Scribner's Monthly, and promises to be no less popular now that it has appeared in book form. †

NEW AMERICAN SPELLER. *Seventy-two pages. Philadelphia. E. H. Butler & Co.* 1872.

This Speller is published by the Messrs. Butler & Co. as an adjunct to the New American Readers. The selection of words is good, and the illustrations add to the attractiveness of the book. It is neatly issued, durably bound and moderate in price. †

A MANUAL OF USEFUL LITERATURE: *A Text-Book for Schools and Colleges. By John S. Hart, LL. D., Professor of Rhetoric and the English Language in the College of New Jersey,* 12*mo. Pp.* 636. *Philadelphia: Eldredge & Bro.* 1872.

This work, which is confined exclusively to English, not American, literature, is a very satisfactory "dictionary of authors,"—ranging from the time of Chaucer to the poets and prose writers of to-day—with a brief but clear account of themselves and their writings. The table of contents—containing the names of authors—occupies of itself nearly sixteen closely-printed pages. The book is useful not only as a text book for advanced classes, but its chief value would seem that of a book of reference. The teacher who would know something of those writers whose names he frequently encounters in his reading, will find this such a book of reference as will be both useful and satisfactory. We have been greatly surprised at its scope and fullness, having already found occasion to consult its pages for sketches of certain authors of whom more definite information was desired. †

THE CAMBRIDGE COURSE IN PHYSICS.—*By Wm. J. Rolfe and Joseph A. Gillet. In Three Volumes: I. Chemistry,* $2.00. *Pp.:* 432. *II. Natural Philosophy,* $2.00. *Pp.:* 405. *III. Astronomy,* $2.00. *Pp.:* 383. *Woolworth, Ainsworth & Co.*

THE HANDBOOK SERIES.—*By the Same Authors. In Three Volumes: I. Handbook of Chemistry,* $1.25. *Pp.:* 209. *II. Handbook of Natural Philosophy,* $1.25. *Pp.:* 328. *III. Handbook of Astronomy,* $1.62. *Pp.:* 244. *Woolworth, Ainsworth & Co. From Edward Burke,* 530 *Market Street, Phila.*

This extended and thorough course in chemistry, natural philosophy and astronomy, has already been noticed at greater length than usual in these columns—but yet less fully than its merits would warrant. The attention of our readers is again called to the series. The larger books of the Cambridge Course are such as the teachers in schools of higher grade will find satisfactory, in being up with the present state of these sciences and exhaustive in so far as this seems desirable in a text-book. The handbooks are not abridgments of the larger works, but wholly different in arrangement of matter and treatment of topics, and adapted to a short course extending through a single term of school. They have the strongest endorsement of practical educators. †

POCKET DICTIONARY.—We have received from the publishers, 138 and 140 Grand street, a copy of Webster's Pocket Dictionary. It is neatly printed, and bound in morocco, with gilt edges, and contains 200 pictorial illustrations, which give a much clearer idea of the meaning of many words than could be conveyed by the usual definition. The little volume, while being no larger than an ordinary pocket-book, embraces in its vocabulary a careful seclection of over 18,000 of the most important words of the language, with definitions sufficiently clear, though necessarily brief, to meet the ordinary wants of any one requiring its use. Prefixed to the work are tables of money, weight and measure, abbreviations, words and phrases from foreign languages, rules for spelling, explanations, etc. It is in fact a most valuable little book, and is doubly worth the dollar it costs. The publishers, Ivison, Blakeman, Taylor & Co., 138 and 140 Grand street, New York, will forward it by mail on receipt of One Dollar, or it can be bought at almost any book store.

MISCELLANY.

THE number of works now printed for the blind in raised letters, is quite large. It will be remembered that Dickens, in his last visit to this country, gave the money for such an edition of his "Old Curiosity Shop," and several similar donations have been received, the printing office of the Massachusetts Blind Asylum having made most of the books. The entire Bible, the Pilgrim's Progress, the Vicar of Wakefield, several of Shakespeare's plays, Pope's Essays, Milton's Poetical Works, Childe Harold, Dickens' touching story of little Nell (as above mentioned), the Constitution of Man, Pierce's Geometry, Paley's Philosophy, Tytler's History, Hebrew Melodies, and several collections of psalms and hymns; twenty or more other religious books and elementary text-books, in various studies, are included in the list.

A LESSON IN GEOGRAPHY.—In a late report of the Secretary of the St. Louis Newsboys' Home is the following: During one of their lessons in geography, each lad in his turn was required to give the name of three European countries until all had been named. The first boy responded by saying England, Ireland and Scotland; the second followed with France, Prussia and Russia; the next boy's geographical knowledge was evidently limited, for he gave in all seriousness "Carondelet, Kirkwood and Chicago," although with a half doubtful air. "No, no," said the class-master of the evening, "name three of the countries in Europe." The boy looked at the floor and then at the ceiling in a state of perplexity. A boy behind now quietly whispers "Hungary, say Hungary." "No, you're hungry. Hungry ain't no country." Yes, it is, you numskull; say Hungary." With this gentle prompting Hungary was said. "Yes; now another." Prompter behind whispered "Turkey." "Go on with yer; turkey ain't no country." "Yes, it is, thick-head; say Turkey." Turkey was said very doubtfully. "Yes, that's right; Hungary and Turkey, that's two; now another, I want you to name three." Boy gave an appealing side-look, full of confidence, to his prompter, who whispered "Goose; say Goose." "Goose," shouted the student of geography, as if he'd known it all his life to be the name of a country in Europe. Roars of laughter from all parts greeted this answer, much to the confusion of the student, who finally created a diversion by attempting to make geographical researches with his fist about the polar regions of his prompter. In the midst of confusion the class was therefore brought to a close; but "Hungary, Turkey and Goose" will be long remembered by many present.

GEN. EDWARD BRADDOCK, who died in Pennsylvania on the 13th day of July, 1775, was buried about nine miles from Uniontown. Some time since two citizens of Pittsburgh planted about his grave two English elms, two Scotch larches, two Norway spruces and a weeping willow. The tree from which the twig of the weeping willow was cut came from the grave of Napoleon at St. Helena. The one forest tree, which formerly marked the grave of Braddock, recently fell, by reason of decay.

RUSSIA appears to be, after all, the country for women. The early legends made her the principle of evil, which is a step beyond the Bible representation. She was accordingly treated as an inferior member of society. But Peter the Great discovered her worth, raised her to a co-ordinate position with man, and within a century after his death four women have been autocrats of all the Russias. Recently it has been ordered by the Government that women who own property in land can vote.

"OUGH."—Foreigners sometimes have difficulty in learning the English language, and complain of the general looseness which allows so many different pronunciations of the same combination of letters. Imagine the confusion of an intelligent Dutchman, reading the following little story for the first time. "One rough day in winter, a poor hog which had a bad cough stepped through a hole in the floor of his pen and skinned its hough, while going for a piece of soft dough which had lodged in the trough. He finally got one end of the doughty piece of dough in his mouth and pulled; it was very tough and stretched a good deal, allowing him to wiggle out through the fence and down to the suburb of the borough, where there is a deep slough. The slender thread of tough dough, thus drawn out at length, caught on the bough of a tall tree and snapped, causing the hog to fall back on his haunches and plough a deep furrow in the slough. It was enough. The effort caused him to cough, and he took cold in his hough, and died in the slough, away from his trough, while the wind moaned in the bough which had lost him his dough."

THE Irish, rightly or wrongly, get credit for almost all the bulls that go the round of the papers. It was an Irishman who wanted to find a place where there was no death, that he might go and end his days there. It was an Irish editor that exclaimed, when speaking of the wrongs of Ireland: "Her cup of misery has been for ages overflowing, and is not yet full!" It was an Irish newspaper that said of Robespierre that "he left no childsen behind him except a brother, who was killed at the same time." It was an Irish coroner who, when asked how he accounted for an extraordinary mortality in Limerick, replied sadly: "I cannot tell. There are people dying this year that never died before." It was an Irish handbill that announced with boundless liberality, in reference to a great political demonstration in the rotunda, that "ladies, without distinction of sex, would be welcome."

A YOUNG lady in one of the Normal schools of the United States, gave the following answer to the question:

"How do we know the earth is round?"—

"They know that the earth turns round, and if it turns round, it must be round so as not to make any confusion with anything in its reach; if it was square it could not turn round so easy, because it could not balance the corners very good; as it does not go as swift as some bodies the corners would be catching into things, while having it round they do not." How the spirit of the illustrious Gaileo must tremble for his worldly honors.

A new cable, four thousand miles in length, is manufactured in London, for the European and South American Telegraph Company.

Should the primary education bill pass the French Assembly, the new Republic will enter upon the experiment of making the electoral suffrage depend in a measure upon education. It provides that no one shall be registered upon the electoral lists unless he presents a certificate of study or writes his application to be so registered in the presence of the the Mayor and two Municipal Councillors.

A new and simple means for preventing frauds in voting has been devised. A book of printed forms is provided, each being numbered, and a space being left for the name and address of the voter. A coupon correspondingly numbered is attached, and this is given to the voter when he registers, to be presented when he casts his vote.

If any man possessed every qualificatiou for success in life, it is probable he would remain quite stationary. The consciousness of his powers would tempt him to omit opportunities Those who do succeed, ordinarily owe their success to some disadvantage under which they labor. It is the struggle against difficulty that brings faculties into play.

The Postmaster-General has issued a circular requesting the public to subscribe the name of the county as well as the post-office and State upon their letters. Many post-offices have names that are easily mistaken for others during the rapid process of assorting. The request applies more especially to letters addressed to unimportant places.

The Congressional Apportionment has passed both houses of Congress. It increases the number of representatives 40, which will make a total of 283 members. The increase will be distributed mostly among the Southern and Northwestern States.

Massachusetts has four State normal schools. The male principals of these schools each receive a salary of $3,000, and the female principal at Framingham receives $2,500. We learn that another normal school is soon to be established at Worcester.

The Boston School Committee has refused to prohibit corporal punishment in the schools of that city. The best teachers are said to testify that it is not often necessary, and the right to inflict it is seldom abused.

In Russia, people who are picked up on the highways in a state of intoxication are condemned, whatever may be their social station, to sweep the streets for one day, and it is not rare in St. Petersburg to see well-dressed individuals thus employed.

There is a story of a shrewd agent who tried vainly to buy the great naturalist for a winter's lectures. "Why, sir, you will make more money than by ten years of this work," he reasoned. "But I have not the time to make money," said Agassiz.

The Swedes in Georgia, it is reported, are not satisfied with their new home, not being able to endure the climate of that region. They complain that there is too much sun and too little ice. The planters are talking of sending to Italy for their laborers.

A Boston woman refuses to permit her husband to go on a fishing excursion, "because he was very apt to get drowned when he went upon the water; and, moreover, he didn't know how to swim any more than a goose."

A California lecturer recently made a point in illustrating the power of heat, by saying that the iron track of the Central Pacific Railroad is 1000 feet shorter on Christmas than on the 4th of July.

The words which Walter Scott puts into the mouth of Jennie Deans in her memorable address to the Queen, are as true as they are beautiful: "When the hour of trouble comes—and seldom may it visit your ladyship—and when the hour of death comes to high and low—lang and late may it be yours, O my leddy!—it is na what we have done for oursels, but what we have done for others that we think on most pleasantly."

According to an anecdote in *Harper*, Carlyle's views of the origin of the human species are in a nutshell. His opinion being asked. he replied: "For myself, I am disposed to take the words of the Psalmist, 'Man was made a *little* lower than the angels.'"

The Northern Pacific Railroad Company is organizing a system of forest tree nurseries, from which it is proposed to plant large tracts of prairie land, and to furnish settlers with young trees at slight cost.

Few people who have had limbs amputated forget their phantom members. Most men retain so vivid a sense of the existence of a limb that it is more obtrusive than is that of the truly living fellow member.

In Constantinople there are some fifty Greek merchants who are the richest in the city, and whose combined fortunes are put down at nearly $100,000,000. The principal trade of the Turkish metropolis is entirely in their hands, and has been for several years.

The blossom cannot tell what becomes of its odor, and no man can tell what becomes of his influence and example, that roll away from him, and go beyond his ken on their perilous mission,

> What you keep by you, you may change and mend;
> But words once spoken, can never be recalled.
>
> —*Roscommon.*

The Czar uses a different gauge for his railways from that of any neighboring country. He does not intend to have Bismarck send Prussian locomotives to St. Petersburg as he did to Paris.

In England, they have scientific lectures for workingmen at a penny each; and printed reports of the lectures, revised by the authors, are sold at the same price.

The University of Michigan proposes to admit students who can show a diploma from a first-class preparatory school, without requiring them to go through an examination.

The Louisville *Courier-Journal* says: "Up with the school-house and down with the Ku-klux, is the word; and if it be spoken in time, and with proper spirit and and emphasis, it will prove a word of enchantment."

Mrs. Colt, of Hartford, is about to build a school for the children of the working people in the Colt's Arms Factory, at a cost of $60,000.

The capitalists of Turkey have gone earnestly to work extending their railway system.

The English revisers of the New Testament have reached the second chapter of Luke. The work may be completed within seven years.

Of 60,000 Scandinavians in Minnesota, 30,000 are Norwegians, 20,000 Swedes, and 10,000 Danes. Nearly all are Lutherans.

The foreign trade of Russia has more than doubled during the past decade.

Candidates for commissions in the British army will now be compelled to pass a rigorous examination.

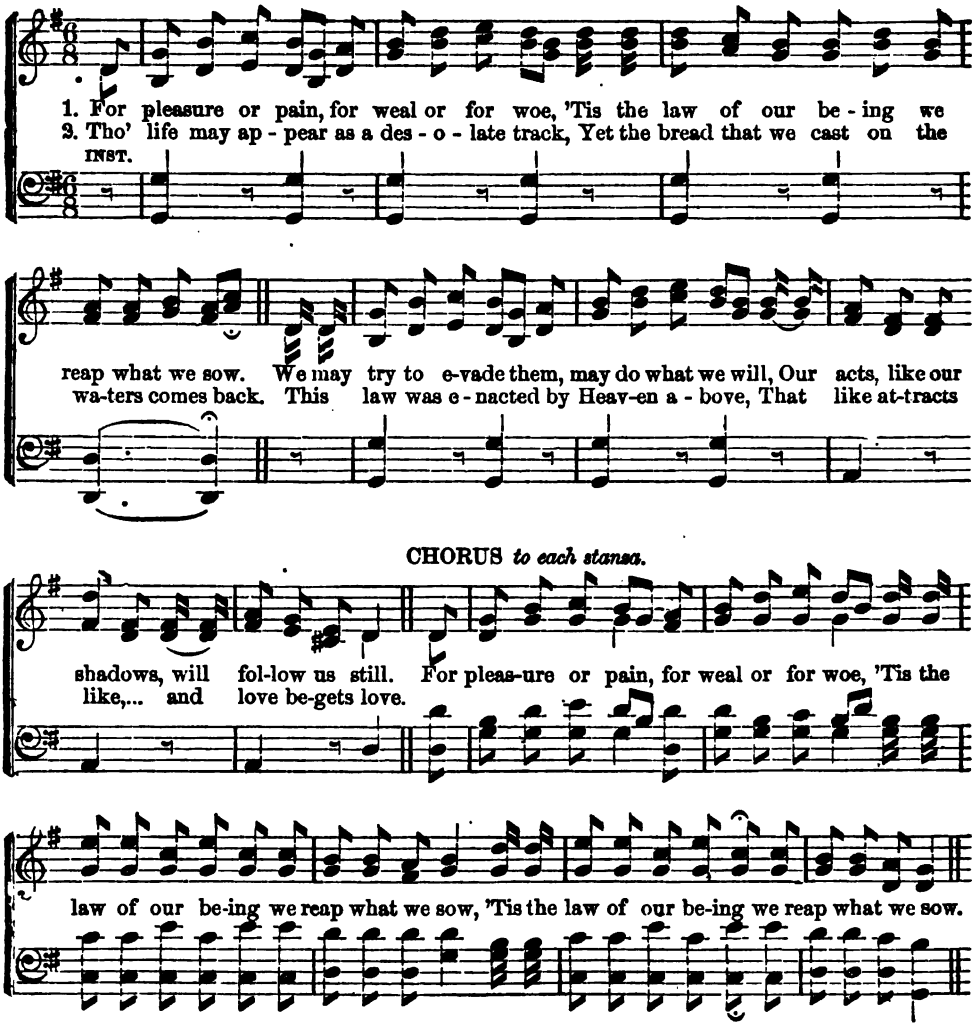
Silver coin is a legal tender in England for only forty shillings.

When American educators visited Europe, some forty years ago, for the purpose of studying school systems, they found that instruction in vocal music was almost universal in the schools of Germany, and some other continental countries. Prior to that time juvenile class instruction in singing was comparatively unknown in this country. It now has its recognized place in the list of studies in the public schools of almost every city in the land. The time approaches when instruction in the elements of vocal music will become very general in our schools. Already school officers are asking candidates for positions as teachers, Can you give instruction in singing? and other qualifications being equal, those who can teach children to sing are preferred to those who cannot.—*Tillinghast.*

It is told of Daniel Webster that he cultivated the eye in reading to such an extent that he would look through a whole printed page while reading aloud one-half of it, and then pronounce the other half with the book shut. This habit of *looking ahead* is quite as necessary in reading music, and should be cultivated from the beginning. It is best acquired by reading from printed music, exercises and songs which are familiar.—*L. W. Mason.*

WE REAP WHAT WE SOW.

By Wm. Tillinghast. From "The Normal Diadem."



3.

Some are proud of their mansions of brick and of lime,
Of their gardens, with flowers from sunniest clime,
But the beautiful graces that blossom within,
Grow shrivelled, and die, in the Upas of Sin.
Chorus.—For pleasure, etc.

4.

We reap what we sow—O wonderful truth!
A truth hard to learn in the days of our youth;
But it shines out at last, as the "hand on the wall,"
For the world has its "debit" and "credit" for all.
Chorus.—For pleasure, etc.

THE

PENNSYLVANIA SCHOOL JOURNAL:

AN EDUCATIONAL MAGAZINE.

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UNION GRADED SCHOOLS.

THE EXAMPLE OF TROY.

THE first great aim of every well-advised system of education is to make a knowledge of the elements of learning universal. It is more important that all should be taught to read and write than that some should be liberally educated. But this aim accomplished or accomplished, in good degree, every true educator, every broad-minded statesman will seek means of advancing to a point much beyond it. The ability to read and write seems almost as necessary to a human being as food or air; but these acquisitions alone do not go far to develop his latent powers—to make him a man. A child is entitled to all the education it is practically possible for him to receive. No one will deny the right of a child to grow physically: is his right to grow mentally, and to his full stature, any less apparent? The State would fine or imprison a parent who would weaken his child's limbs or cramp his body: what ought to be done with one who would dwarf his child's intellect or shut out light from his soul? The State needs citizens who can read and write; but its prosperity, its strength, its glory will come to it from the men of broad, well-rounded culture it has nurtured.

Pennsylvania has provided reasonably well for instructing all her children in certain elementary branches; the work that lies immediately before her is better provision for higher education. As a mode of doing this, the following paragraph in the late report of the Superintendent of Common Schools, has attracted considerable attention:

Our school law allows boards of directors of one district to admit pupils into their schools from other districts, on condition of their paying tuition fees. Taking advantage of this provision, public-spirited boards of directors in small boroughs and thickly settled rural districts, in different parts of the State, are beginning to establish high schools, and invite to them pupils from the surrounding districts that, from the sparseness of their population, cannot establish such schools. The result is, they secure the advantages of a good high school for the children of the district at a very moderate cost, save parents the expense of sending their children abroad for an education, and, at the same time, benefit their neighbors. Take, for an example, the little borough of Troy, in the county of Bradford. Its population is about 1,200, and it has some 350 children to send to school. As those familiar with the subject know, this number of children would not justify the establishment of a high school. But the board of directors of Troy, determined to have a good school, first build a school-house costing some $25,000, equip it handsomely, and then employ a principal at a salary of $1,500 a year, and give him as assistants a corps of first-class teachers. This done, they are ready to invite pupils from outside of the district, and thirty or forty of them come. With these they secure the material for a very fine high school, and the wherewithal to support it. This Troy Free Academy is open to all the children of the district, alike to rich and poor, and blesses the whole section of country for miles around with the advantages of a higher education.

We present below an engraving of the Union Graded School-building at Troy.

The building is substantially constructed of brick, in modern style; is 60 feet square, with east and west wings for entrance, and two stories high—has four rooms, 28x28 feet on the first floor, and two rooms 28x40 on second floor—capable of being thrown into one room, 40x56 feet, whenever necessary.

There are also two recitation rooms, 16x28 feet each, on the second floor, and spacious cloak rooms on both floors for the use of the pupils.

The whole building is well lighted and ventilated, and is heated with two of Lawson's Patent Hot-Air Furnaces.

The rooms are finished throughout with ash, and furnished with seats and desks of the most modern and approved styles.

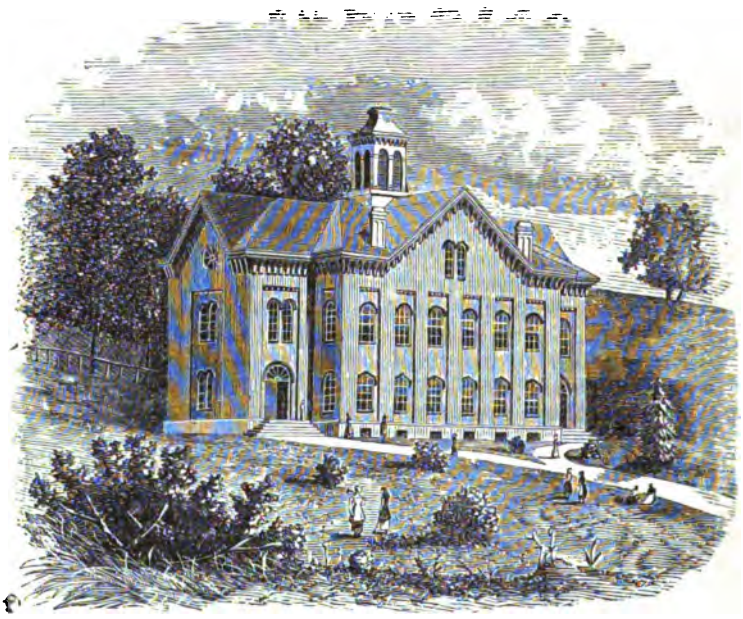
The school is furnished with a new and extensive philosophical apparatus; also with a full set of maps, charts, globes, etc.

More formally, the advantages of a graded school, like that at Troy, are the following:

1. It admits of a complete and effective organization. No considerable work can be effectively carried on without system. This principle applies as well to schools as to railroads, mills, factories or farms. The highest style of teaching, the most vigorous school life, can never be found in schools when isolated and disconnected. The schools of a town should have a governing head, and a body constituting one organism. This is the principle on which a system of graded schools is founded, and from which such a system derives its vitality.

2. It brings the privileges of a higher edu ation within the reach of all. I take it to be the duty of the people of every town, and, for that matter, of every school district, to develop as fully as possible, all the talent that is born in it. To waste this, is to waste the noblest gift of God. No economy is more wise than that which utilizes all the intellect of a people. It is an imperative duty, therefore, to bring the privileges of a higher education within the reach of as many children as possible in every town and neighborhood. The graded school does this. It is a *free academy*. The talented children of the poor, and of those in moderate circumstances who cannot go abroad to obtain an education, have the privilege of getting it nigh to their own doors. The necessity of working for a livelihood may still stand in their way, but tens of thousands of the brightest of our youth are able, through the instrumentality of the graded school, to drink at the fountain of knowledge, and to be there strengthened for life's duties, who otherwise would be compelled to go forward in their course enfeebled for the want of that nutriment which the soul craves.

3. It saves the expense and avoids the danger of sending children abroad to school. The expense of sending children away from home to school is very considerable, and children so sent are much more exposed to the dangerous influences that effect the moral character of the young than if educated while under the parental roof. A good graded school, open to all the children of a neighborhood, cannot unfrequently be supported with the money that, without such a school, would be sent abroad to educate a few of them; and it often happens that even these few return to their parents with a certain amount of knowledge indeed, but with tastes and habits that unfit them for the spheres of usefulness they might have otherwise filled. Home education, other things being equal, is the most



TROY UNION GRADED SCHOOL.

economical, the safest and the best of all.

4. It may be made to draw pupils from the surrounding country, and thus while doing good outside of the district, increase the business of the place where located. The graded school at Troy has thirty or forty pupils from outside of the borough. They pay a reasonable sum for their tuition, and some of them board in the village. They give strength and character to the school. There are other graded schools in the State which attract a much larger number of outside pupils. Perhaps the most pressing educational want of our State to-day is the multiplication of these graded schools. Every town, village and thickly settled neighborhood should establish one, and invite to it not only the pupils of its own district but all who will come. In no other way can the vast amount of talent now lost by our neglect be developed and made to bless society.

But to show still more clearly that this is not mere theorizing, we wish to state a few further details concerning the graded school at Troy.

The number of pupils enrolled during the last term was about 275. These are placed according to scholarship in four departments, primary, intermediate, grammar and high school. The course of study is well arranged, including several branches of the higher mathematics, a nmber of the most important natural sciences, and Latin, Greek and French. The school is taught by a principal and six assistants. It is run as a compact and harmoniously-working machine. The principal is responsible to the board of directors, and the assistant teachers are responsible to the principal.

Instrumental music is taught by a skilful instructor, the school having been presented with one of Chickering's grand square pianos by several liberal patrons.

The school has a small but well selected library, valued at $300. The library room was fitted up by private donations. It is nicely papered and carpeted. It has cases for $5,000 worth of books, and in addition has casing for mineral and botanical specimens, and the formation of a cabinet of these has been commenced. There is also some chemical and philosophical apparatus, which is about to be increased.

Two spirited literary societies, the Lyceum and the Clinorian hold weekly meetings. The writer has had the pleasure of attending these meetings, and it gives him pleasure to bear testimony to the excellent manner in which they are conducted.

Annual commencement exercises are held at the school, and its graduates receive a neat diploma.

Let it be remembered that all this is done in a little town of 1,000 or 1,200 inhabitants. Can the good influences of such a school be over-estimated? Is not such an example worthy of imitation everywhere?

COMPULSORY EDUCATION

[The Board of Public Charities in their recent report take strong ground in favor of Compulsory Education. The President of the Board, George L. Harrison, Esq., has published the argument in a pamphlet of thirty pages. From this pamphlet we make the following extracts.—Ed.]

To furnish the needful education to her neglected children is what the State owes to them—is what the State owes to herself. Charity requires it; prudence and statesmanship command it. And, accordingly, we shall not hesitate to proceed to consider the subject in both these relations.

But when we propose to bring our schools to bear especially on this unfortunate class, we are met, *in limine*, with the objection that our present school system already provides for the whole case; that it offers the means of an elementary education to all who choose to avail themselves, of its benefits. This may, in a certain sense, be true; but there are children too young to be qualified or permitted to choose for themselves, and yet the choice made for them determines, it may be, the happiness or misery of their whole lives; determines whether they are to be useful or pernicious members of society: and shall that choice be permitted which imperils not only their happiness, but the welfare and existence of the State?

It is precisely those children whose parents or guardians are unable or indisposed to provide them with an education—it is precisely those for whom the State is most interested to provide and secure it; for other children would, probably, be educated, if the State did not intervene. And as for the children, so far as they choose for themselves, those who neglect the education offered them in the free schools, preferring the pleasures and license of vagabondage and truancy, are precisely those for whom such education is most needed; for a desire for education is next to education itself, in its good effects; and those who determine to have it would, probably, obtain it, whether the State offered it to them or not.

Clearly it is the duty, that is, it is the

highest interest of the State, to secure the education of these "neglected children," *if possible;* and the only questions are: Is it possible? and, if so, How can it be done?

To attain the end will, of course, involve something like what is called "Compulsory Education;" and against such a scheme there is started at once a great variety of objections and difficulties. Are these insuperable? Without argument it might be assumed that they are not; for "where there is a will there is a way." Moreover, it is demonstrated by fact that they are not insuperable; for the thing has been done; and where it has been done, it has never yet been undone or repented of. It is a notable fact that no country or community that has adopted either the system of public schools for all, or that has gone so far as to add to it that of compulsory education, has ever retraced its steps.

CLASSIFICATION OF THE EVIL.

The evil to be remedied is multiform. The absentees from the schools may be distributed into various classes. There are absentees from the public schools who are provided at least with an elementary education at home, or in private or charitable institutions. Of these nothing further is required but the ascertainment of this fact; and their case is then to be entirely set aside from any idea of compulsion or control.

For the rest, among the absentees from the schools, are:

1. Children living in the streets, without guardianship or supervision, and without employment, except such as they may choose or chance to pick up for themselves.

2. Children employed in manufacturing drudgery, not only in great cotton or woolen manufactories, but who are crowded into cellars and garrets, and cramped and comfortless rooms; working for example, in manipulating tobacco, and in all sorts of simple drudgery.

3. Children, in the city, kept at home by their parents to run errands or help them in their daily toil, trade or business; as about grocers' shops or butchers' stalls, or other purely unimproving occupation equivalent to idleness, at home.

4. Children in the country, kept, from their earliest years, constantly employed in agricultural labors.

OUTLINES OF THE REMEDY PROPOSED.

It is necessary for the best interests of the State, and of the children themselves, that, at least, an elementary education should be secured to all these classes; but it is not equally necessary for all. For the first class it is most necessary, and its importance diminishes in the order of enumeration, until the last class, in which it is least important; for, *any* honest employment, consistent with health, is better than idle vagabondage; and the knowledge of some trade, or of agriculture (which is the healthiest employment of of all for a child, both morally and physically), is even more important toward making a good citizen, than a knowledge of reading, writing or arithmetic.

The truant and employment laws of Massachusetts, with some fuller provisions, might answer for the remedy in case of the first and second classes. Of the first class, the attendance at school should be required and secured absolutely; and for those among them entirely destitute of homes and means of support, proper refuges, maintenance and guardianship should be provided at the public expense. The safety of the community demands it; the economy of the tax-payer requires it; for it is, in the end, the cheapest way by which the case can be disposed of, and the only way to make the tax already paid effectual to accomplish its object.

And it is to be remembered that, though this form of the evil may be largely local, its dangerous consequences and the interest in having it remedied are not local. The character of great cities exerts a powerful, and often a sadly controlling influence on the country, near and remote. They may be fountains of blessing to a State, or they may be sources of wide-spread corruption, nests of iniquity, festering sores upon the body politic. The children that grow up neglected in the city do not always remain there. They may carry the pestilential influence of their vices all over the State. While, if they were rescued from ruin, trained up in useful knowledge and moral habits, they would almost certainly be found, in large proportion, distributed over the whole area of the State, rendering efficient assistance in the development of its resources and the elevation of its character. Their education, therefore, concerns not only the city wherein they are found, but the whole Commonwealth.

The safety of the State may not be so much imperiled by the neglect of the second class, as of the first; but, in point of fact, an almost equal positive loss of wealth, *i. e.*, of productive labor, is incurred. Besides, it is permitting outrageous cruelty to the children; and if the State, by solemn enactment, may provide for the prevention of cruelty to animals, though inflicted by the poorest man in the very act of earning his daily bread, will she not provide for the prevention of cruelty to her own children,

however the necessities of the parent may seem to justify or excuse it? In these cases the parents or employers should be absolutely required, under appropriate penalties, to send the children to school a certain portion of the year, until they have acquired at least those rudiments of knowledge which should be adjudged by statute to constitute the minimum of an elementary education. If obedience to such a law is refused, and if, from the poverty of the parties, or from whatever cause, the penalties cannot be enforced, then, as in the former case, the State should interpose, and take the care and maintenance of the children into its own hands. To provide for their maintenance, by compelling them to devote to manual and exhausting labor that childhood which should be devoted to the studies and recreations of school, is, in the end, the most expensive way to the State in which it could be provided for.

Of the third and fourth classes, the attendance at school might be required by a similar process with similar provisions, and for similar, though at least in the fourth class, not equally imperative reasons. Such is a general outline of a remedy proposed for the great evil in question. But it meets with many

OBJECTIONS.

1. "It would interfere with personal liberty." So does the imposition of military service or training. So does the requisition to serve on juries or to aid the sheriff in the *posse comitatus*. So does the law abating nuisances or making it penal to sell certain articles without a license. If the safety and welfare of the State are sufficient reasons for those interferences with personal liberty, why should not the same be sufficient reasons in the other and more urgent case? Indeed, we might as well admit it to be a part of the personal liberty of the citizen to get drunk, or go naked in the streets, or set fire to his house, or starve his family, as to have children, and that he may use them only for his own accommodation, or in mere wantonness to cast them upon the community in vicious ignorance and sottish imbecility. If the law may restrain a man from cruelly beating his horse or his mule, shall it be considered an insufferable interference with his personal liberty to forbid his dwarfing the minds, debasing the morals, stunting the bodies and enfeebling the constitutions of his children? Is the State more interested in the care of oxen than of men?

2. "It would be an interference with the rights of conscience."

So may the imposition of military service, or the requisition of personal aid to the sheriff; but this case need involve no such interference at all, unless men have a conscientious repugnance to children's being taught to read and write, and to lead moral and virtuous lives, instead of being left to grow up in ignorance and vice. And, even as for religious instruction, it would be to assume a strange position to say, "the instructor may teach the children that 'twice two are four;' he may even say, 'be temperate and chaste,' but I have conscientious scruples against his saying, 'obey the commandments of Almighty God.'" Still, all formal religious instruction or exercises in the schools that children are required to attend, including, under that category, even the reading of the Holy Scriptures, if so it is insisted upon, may be confined to certain prescribed periods at the opening or close of the school-day; and all children may be excused from attendance at those periods, whose parents or guardians should expressly desire it.

3. "The State is not a benevolent institution, or association for moral reform."

But the State has its almshouses; it aids in the support of institutions for the deaf and dumb, the blind, the feeble-minded; it aids in establishing and in sustaining houses of refuge and schools of reform for the youthful victims of neglect, incorrigibility or vice. Its Legislature has its standing committee on vice and immorality, and has constituted this commission as its "Board of Public Charities." Surely it will hardly be urged as a proper reason against a legal enactment, that it will do some good; that it will tend to accomplish even the highest ends of benevolence and morality. But here it is the very safety and welfare of the State that are appealed to, as the proper object of the proposed legislation. To prevent vice and crime by removing their causes, and thus to prevent their consequences of poverty, and misery, and shame, of injury and loss to society, is quite as consistent with the proper functions of the State, as to punish them after they have borne their fruits.

4. "It would vastly increase the cost and burden of the public schools."

If it should do so, it would still be only as the necessary means of securing the "education of the poor," for which it is the constitutional duty of the Legislature to pro-

vide. But it would probably not increase the cost of the schools nearly so much as it might be supposed or apprehended, while it might be made greatly to increase their general efficiency. It is to be assumed that school accomodations are already provided, sufficient for all the children of schoolage in the Commonwealth. But even if it were necessary to reserve or supply separate schools for those children who do not now attend school at all, and if to these were added the incorrigibly truant, and the unreasonably absent from the other schools, together with those who, for misbehavior or negligence, are expelled from them, it would only leave more room in the other schools for the wants of an increasing population, and would, in the long run, involve only a change in the *distribution* of the whole number of children. The result would, in fact, be that the average attendance in the other schools would be much raised; the conduct and industry of the pupils would be improved; and, in the end, the number to be provided for in the separate school would be very small indeed. And as to the meager remnant of extremely destitute children, which would be, we believe, continually reduced under the system we propose, for whom maintenance as well as instruction would have to be provided, it is not easy to see how the State can decline the duty of making the provision, or why, while it has its numerous asylums of kindred character, it should *seek* to decline it. We think, therefore, that the expense would not be "vastly" increased; but whatever the cost would be, it ought to be cheerfully met.

5. "It would encourage reckless mar riages, and the reckless idleness and wastefulness of parents."

This is the sort of objection that has been made, and may continue to be made against all relief afforded to the poor and wretched. There is an abuse to be guarded against, but it is not to be guarded against by leaving the destitute and miserable to rot and perish; but only by giving relief in such judicious ways and degrees as to avoid abuses as far as possible. The same good judgment should be exercised in this case. But the objection is the less applicable here, because the natural and proper effect of the legislation proposed would be, on the whole, to diminish poverty and wretchedness, as well as ignorance, vice and crime. Meantime it does not appear that the evil consequence alleged has actually followed where education has been made universally compulsory, whether in Sweden, in Norway, or in Germany.

6. "Merely to learn to read and write will not make better citizens, or diminish crime."

Here it is to be observed, first of all, that the practical alternative is not, as is often invidiously suggested, between a knowledge of reading and writing on the one hand, and habits of morality and religion, or a knowledge of a trade on the other; but between so much knowledge as is involved in reading and writing and no education at all; between so much knowledge as that or blank ignorance, or a training only in habits of vice and crime.

In the second place, so far from its being true that such a modicum of learning, or any amount of knowledge, is naturally associated with immorality, the plain fact is, that there is a natural affinity between knowledge and good morals; between the normal culture of the intellect and of the heart; between truth and rectitude; and that a knowledge of reading and writing increases both the means and the tendency to acquire both the knowledge and the habits of virtue and good morals. This is the general law, and the dissociation of knowledge from virtue, the perversion of knowledge to the aid and development of vice and iniquity, which it is true may sometimes happen, and which has happened in some notorious and terrible examples, is one of the most monstrous abuses known in human experience.

But, in the third place, it is not proposed that these children should be taught to read and write to the exclusion of all moral or religious instruction. The public schools of Pennsylvania are neither immoral nor godless schools. Ninety-nine in a hundred of the teachers are, and would continue to be, moral, and nine-tenths of them religious persons. Moral and religious instruction and training would be given, radiating constantly in an unconscious influence from the person, bearing and example of the teacher; from the very air and order of the school-room; and in formal lessons, too, and special exercises, with such rare exceptions for weak consciences as have been before referred to. Morover, we here add, that all the time, if any, besides Sundays and Saturdays, which any parents may require for their children to receive actual religious instruction from their own religious teachers, would be freely accorded to

them. The Church or the churches and any benevolent, moral, and religious associations or persons, are, and will be, of course, at perfect liberty to give to these neglected children, now in question, not only moral and religious instruction, but as full an education, in all respects, as they please. The State will not interfere with them. The State, in her school system, does not interfere with the Church at all. The Church is, and always has been, and always will be, while the fundamental principles of our civil and social polity remain what they are, at perfect liberty to educate in religion, morals and every kind of learning, all the children in the State, if she will, and if she can induce them to receive her instructions. Of course the State will not, and cannot consistently, compel the attendance of the children upon such schools. The Church is at as full liberty to do all she will and can, *with* the State system of public schools, even including the feature of compulsory attendance (for this feature is never applied to children who receive sufficient instruction elsewhere); the Church has, *with all this*, just as full and free scope for all her benevolent activities, as she ever had or could have, with no State schools whatever. The Church has had her opportunity, without these latter schools, falsely and slanderously styled "godless," and with immense revenues and means in her hands—means and revenues, in many cases, bestowed upon her for this very purpose—in Spain, in Italy, in Portugal, in the States of South America, and even in England; and what has been the result as to the education of the masses of the poorer and of the so-called lower classes of the community? In many cases, as in Sweden, she seems to be positively principled against their education. The "Church" has reason to hide her head in silent shame or humble confession at her own neglect, rather than to carp at the State for its imperfect efforts to supply her lack of service, to remedy, as it may, the consequences of her unfaithfulness. The State not only leaves the Church at liberty to act for herself and in her own way, but invites her, and invites all good men, to render their aid in this work so fraught with beneficence toward its particular objects, as well as interwoven with the necessary conditions of the public welfare. And it is no small encouragement to the efforts of the State in this direction, to believe and expect, as we have good reason to do, that those efforts will be seconded, and their expense greatly curtailed, not only by the spontaneous favor of public opinion, but by the systematic aid of Christian benevolence, in furnishing homes and refuges, as well as a good training, to many of these children of neglect and want.

In the fourth place, if by "good citizens" is meant useful, productive members of society, it is not pretended that *all* which is of importance to make men such is to teach them to read and write; and if the State is disposed and can afford to secure to these children the knowledge of some trade or handicraft *also*, so much the better. Meantime, the mere knowing how to read and write tends, and powerfully tends, in the right direction; tends toward making men useful and productive citizens; tends, therefore, to increase the wealth and prosperity of the State, and thus to repay, and more than repay, all that it may have cost. Abundant evidence on this head has been collected by the United States Commissioner of Education, and published in his report for 1870, pp. 439–467. The following questions were submitted to a great number and variety of competent witnesses:

1. Have you observed a difference in skill, aptitude and amount of work executed by persons you have employed, arising from a difference in their education, and independent of natural abilities?

2. Do those who can *merely* read and write, and who merely possess those rudiments of an education, other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read and write? and, if so, how much would such additional skill, etc., tend to increase the productiveness of their services, and, consequently, their wages?

The answers to these questions all tend to establish the point that the mere ability to read and write, by even an unskilled laborer, adds, on an average, from twenty-five to fifty per cent. to his value and efficiency.

Similar questions were propounded to large numbers of intelligent workmen, and of observers, who were neither employers nor workmen, and all with the same result.

It cannot be doubted, therefore, that the wealth of the State would be greatly promoted by giving at least a rudimentary education to those thousands of her children who are now suffered to grow up in ignorance and neglect.

In the fifth place, that the merely knowing how to read and write is to some extent

a preservative from crime, is evident from the State prison statistics already given, from which it appears that if all in the State were taught to read and write, the number of criminals would be diminished nearly ten per cent. The consequence would be a great pecuniary saving, though one can hardly bring himself to mention this by the side of the immense moral gain.

7. "The evil complained of is very slight in the rural portions of the State."

If so, then all the other objections, for this case, proportionally lose their weight; then, its remedy could interfere but little with personal liberty or the rights of conscience; it could subject the State in but a slight degree to the charge of philanthropy; it could cost but little, and could not much encourage reckless marriages or extravagant living, nor could it much increase the exposure of the State schools to the charge of immorality and ungodliness, or inutility and impotence.

The remedy is, doubtless, more needed in cities and crowded communities than it is in sparsely settled and agricultural portions of the country; but we think that we have shown that its beneficial influences would not be confined to these districts of dense population, but that they would be widespread and general, and that we have also demonstrated that in the less thickly settled districts it is not impracticable, nor likely to work any evil, but rather that it will be productive of good, and only good, as is proved by the experience of Prussia, and Sweden, and Norway, in which latter country it has been in full operation for more than forty years.

CONCLUSION.

From a review, therefore, of the whole case, the Board cannot but earnestly recommend as a remedy for this, one of the greatest, most painful and most threatening evils that exist, among us, the enactment of a general law of *compulsory education*, or as near an approximation to it as the Legislature, in its wisdom, shall deem expedient and practicable; any necessary increase of expenditure to be met either by appropriations from the State Treasury or by local taxation, or by both.

Washington's Farewell Address contains these words of wise counsel: "Promote as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

GENERAL DIFFUSION OF USEFUL KNOWLEDGE.

BY HENRY HOUCK.

IN this country, where intelligence and virtue must take the place of a *throne*, no object can be contemplated that is of greater moment than the intellectual and moral culture of the whole people. Both the philosophy of experience and the history of the world have given unmistakable evidence of the fact, that ignorance is the greatest enemy of liberty and free institutions—the heaviest burden which can possibly rest upon a nation. It is hardly necessary to say that the statement just made is fully confirmed by the oft-repeated statistics of alms-houses, jails and penitentiaries.

It is a fact full of encouragement that not only the patriot, philanthropist and Christian are giving their serious consideration to the subject in hand, but State Legislatures and our National Congress, all so slow to act in educational matters, are devising means whereby to secure the physical and internal improvement of the country, and are asking the question, What can we do as legislators to develop the mind of the nation's youth? In proof of our assertion, we need but refer to the proceedings of our present Congress. Never were more able and eloquent speeches made in any cause than those delivered by some of our leading statesmen, not many weeks ago, in behalf of the cause of popular education. The legislature of our own State during its last session appropriated for common school purposes alone, $700,000, a larger amount than ever before. But whilst all institutions of learning, from the common schools up to the very highest, are becoming more popular, while appropriations to common schools are increased from year to year, and donations to colleges and seminaries amount to millions, yet it cannot be denied that ignorance still prevails to an alarming extent. According to the last census there are in the United States 5,660,074 persons over ten years of age who cannot read and write, and in our own State there are of this class 222,356. Add to this number the large majority who may be said to have only a very ordinary education, and it will be seen at once, that we have the elements of our destruction in our own bosom, and that it would not be as difficult as many imagine for a comparatively small number of designing men to destroy the foundations of our institutions, and cover

the land with the fragments of our glory. We plead then for a more general diffusion of knowledge.

1. Because of the good it confers upon men as individuals. It fits man to fill the higher spheres of society. All spheres of life are useful, are honorable, but all are not on a level in the estimate of the world or in their actual importance to mankind. Some are, and always will be, higher than the rest. For the higher spheres knowledge is indispensable. Many, having nothing to depend upon but their wealth or noted parentage, have frequently risen, it is true, to fill the very highest positions, but time, which "makes all things even," has brought them down and given them their proper place, for in this respect no man can rise and remain above his level. Knowledge enables young men to rise from obscurity and the most humble origin to fill positions of honor and trust. History is full of such examples. Stephenson, Burns, Franklin, Burritt and Lincoln—all were poor, but none have been more highly honored.

2. The general diffusion of useful knowledge is essential to the prosperity of our government. Knowledge and virtue are absolutely necessary to its perpetuity and existence. In this country every man is a sovereign. Our rights are secured to us not by a throne or standing army, but they must be found in the virtue and intelligence of the people.

3. The press, so mighty for good or evil, will never exert its rightful influence while we have not a reading, thinking and intelligent people. As a rule, it adapts itself to the wishes and tastes of its readers, and it cannot be denied that it is daily sending forth a great deal that is corrupt in its tendency.

In conclusion, we may say that our theme is singularly suggestive to teachers and parents; upon these the work of true reform depends to a very great extent. Instruct the youth aright and the work will soon be done. Neglect this and seed will be sown which will spring up and bring forth its legitimate fruit, despite all the efforts which reformers and reform societies may put forth. Parents and teachers, from the very nature of the case, have all the power that is necessary, if only they will exert it in the right direction. Oh, that they may be careful of the delicate plants intrusted to their charge! And as they nurture them in tenderness, let them be careful to extract from the garden of the soul all bitter weeds that would hinder their growth or mar their moral beauty, so that, when their transient stay on earth is ended, they may bloom immortal in the Paradise of God.

BEAUTY OF POLYGONS.

BY ELIAS SCHNEIDER, A. M.

THE subject of Polygons has been a problem of mathematicians ever since mathematics has been known to be a science. The results of the investigation of this problem have, thus far, been of such a nature as to lead many minds to the conclusion that only a limited number of polygons can be constructed. But in this difficulty, as in many others of a similar nature, the Builder of the Universe may probably lead us to a process by means of which this problem can be solved. There is a law, I think, by means of which all polygons, of any number of sides, can be constructed. The great Author of all the other laws of nature, if such a law exists, is, of course, also the Author of this law. I proceed to give my reasons for believing in the existence of such a law.

I find that all things in nature are governed, formed, and shaped according to fixed laws. All magnitudes and quantities, whether they be angles, lines, or surfaces, have a beautiful relation to one another in all geometrical figures. This is very beautifully illustrated also in the construction of polygons. Construct an isosceles triangle whose vertical angle is equal to one-third of one of the equal angles at the base. Then, if the base be unity, each of the equal sides will be equal to $2+$ a remainder. This remainder I will call x. Subtract this x from unity, and the square root of the difference will be equal to the length of one side of a heptagon inscribed in a circle whose radius is unity.

Construct an isosceles triangle whose vertical angle is equal to one-fourth of one of the equal angles at the base. Then circumscribe a circle about this isosceles triangle, and inscribe an equilateral triangle in the circle. If the base of the isosceles triangle be unity, each of the equal sides of the equilateral triangle will be equal to $2+$ a remainder. This remainder I will also call x. Subtract this x from unity, and the square root of the difference will be equal to the length of one side of a nonagon inscribed in a circle whose radius is unity.

Again; if the base of this last isosceles triangle be unity, each of the equal sides thereof will be equal to 2+ a remainder. This remainder I will also call x. Subtract this x from unity, and the square root of the difference will be equal to the length of one side of a polygon of eighteen sides, inscribed in a circle whose radius is unity.

Subtract the length of one side of the equilateral triangle from one of the equal sides of the isosceles triangle, and the difference will also be equal to one side of a polygon of eighteen sides, inscribed in a circle whose radius is unity. And the difference between the values of the two x's will also be equal to one side of such a polygon.

The formula $\sqrt{1-x}$ is general in its nature, But the value of x increases as we increase the number of sides of the polygon. When the number of sides becomes infinite, then the value of x will be equal to 1, and $\sqrt{1-x}=0$. This is as it ought to be; for when the number of sides of a polygon is infinite, each side is merely a point, which is equal to zero. The methods, by means of which I construct these figures, I do not present here, I will merely say, that they are beautiful and simple, like all of nature's forms and laws.

In the construction of the first isosceles triangle and of the heptagon, I get the following equation $x^3+4x^2+3x=1$. This equation comes under the irreducible case. Our algebras are therefore devoid of any method by means of which the above equation can be solved. Therefore, Cardon's method fails. By Horner's method we can get the value of x approximately, or equal to .2469790036+. Substitute this value of x in the formula $\sqrt{1-x}$, and we get .8677674+ an expression giving the value of one side of a heptagon inscribed in a circle whose radius is unity, and precisely equal to that which the books give by means of trigonometrical formulas. I have nowhere seen a formula, purely geometrical, that expresses this quantity. I think, therefore, that my method is the only one known by means of which we can compute the length of a side and the area of a heptagon without using logarithms. The method is therefore purely geometrical.

In the construction of the nonagon, I get the following equation: $x^3+3x^2=1$. This equation comes also under the irreducible case, and it can, therefore, not be solved. The value of x in this equation is approximately equal to .5320888855+. Substitute this quantity in the general formula $\sqrt{1-x}$, and we get .68504028+, an expression giving the value of one side of a nonagon inscribed in a circle whose radius is unity, and also precisely equal to that which the books give by means of trigonometrical formula. In the construction of the second isosceles triangle, I get also the following equation $x^3+3x^2=3$. The value of x is approximately equal to .879385215+. Substitute this quantity in the general formula, $\sqrt{1-x}$, and we get .3472963+, the expression which the books give for the length of one side of a polygon of eighteen sides.

The isoscles triangle, whose vertical angle is equal to one-third of one of the equal angles at the base, is of such a nature that, if the circumference of a circle be made to pass through the vertices of its three angles, the base thereof will be a chord of an arc equal to one-seventh of the circumference, and, therefore, one side of a heptagon. The isosceles triangle, whose vertical angle is equal to one-fourth of one of the equal angles at the base, is of such a nature that, if the circumference of a circle be made to pass through the vertices of its three angles, the base thereof will be a chord of an arc equal to one-ninth of the circumference, and, therefore, one side of a nonagon. In my next article I will present an algebraic formula, by means of which the approximate ratio of the circumference to the diameter of the circle can be computed with about one-fourth the labor which the methods in the books require.

THE SPELLING-BOOK.

BY LYDIA W. STEPHENS.

"Why! are you studying orthogaphy?" said a pupil of a high school, with open-eyed wonder, to one who, with more humble pretensions, was passing through the secondary department. "I never studied that!" which assertion must have been, in a literal sense, true; for a pupil who has actually *studied* orthography, or, in other words, to whom it has been thoroughly taught, could not be ignorant of its name and signification.

My recollections of the study of the spelling-book are to this day rendered vivid by dread visions of the birch and rule; or, what to me was a more effectual punishment —retention after school for imperfect lessons. Yet, however much I may have been disposed to condemn the means for my pro-

motion in this important branch of study, I have ever felt constrained, and, I trust too, with entire freedom from any pedantic feelings, to bless the end secured; when, through a twenty years' experience in teaching both in public schools and higher institutions of learning, with a corresponding attendance upon teachers' examinations and teachers' institutes, I have invariably found that deplorable ignorance of the simplest rules of orthography and their applications which exists amongst us.

"Try them with the word *phthisic*," said a predecessor of mine, when I complained to her of the deficiency of my pupils in spelling; "I suppose they can spell that," and so they could, readily. But the same pupils in writing the words *any* and *many*, spelled them respectively *enny* and *menny*. Such is the result of surface-teaching in any branch of study; and in none, perhaps, is such teaching more common than in orthography. There must be a permanent foundation laid; and this is not the work of our higher, but of our preparatory schools. Then let the friends of education everywhere see to it, that none but competent, thorough teachers occupy such positions, and let the salaries for those positions be such that competent, thorough teachers will seek them.

The tendency to this surface-teaching is again rendered apparent in the spelling exercises and contests, as conducted at our teachers' examinations and institutes. Previous to such exercises, Webster's and Worcester's dictionaries are thumbed and ransacked, and the most difficult, unpractical words to be found therein selected and presented to the anxious aspirants to educational honors, as *tests* in spelling. The result is, that those only who have themselves had the leisure to ransack said dictionaries, come off the victors, while our practical, thoroughly versed spellers and teachers are thrown into the shade.

Perhaps, it would not be amiss, in this humble attempt of mine to combat a great and growing educational error, to present my own plans for teaching this branch.

I have three grades of spelling classes: The first consists of pupils reading in third and fourth readers; the second, those reading in the second reader; and the third, those reading in the first reader. With the last of these, owing to their inability to write words distinctly, only the oral system can as yet be pursued; but, with the remaining two, I pursue a different plan. Their exercises are alternately both oral and written; thus enabling those deficient in oral spelling to overcome their difficulties and *vice-versa*. I use the black-board in the oral exercises, because this brings the errors more readily before the class, though slates may be resorted to in case of a scarcity of black-board surface; and it is pleasing to see what a spirit of generous rivalry is created in the class, both as regards neat writing and correct spelling. I cross the misspelled words myself, believing that in this way justice is more fully awarded to each pupil, than by premitting them to correct either their own or each others' mistakes.

I by no means ignore, in any exercise, the time-honored system of "trapping," as handed down to us by our ancestors; believing, as I do, in the good old Scriptural injunction—"Prove all things, and hold fast to that which is good." We spell by "choosing sides" once a week, and last, but not least, give a portion of one afternoon in the week, to an exercise in false orthography, from Prof. Raub's text-book; a copy of which I have for my own private use, that not being the text-book in use in the schools of our district. I write the sentences upon the board, then have the pupils read them over after me, pointing out the misspelled words, which I underscore; after which, they copy them upon their slate, spelling the misspelled words correctly. This is becoming à favorite exercise with my pupils; and so thoroughly have I become convinced of its utility, that I think the day is not far distant when a spelling-book without false orthography will be considered as imperfect as a grammar without false syntax.

I make no use of the words and definitions preceding each reading lesson, further than as reference in enabling each one to read intelligently; for experience has taught me that to require pupils to commit those definitions in connection with their reading lessons has a tendency to produce two very objectionable classes in our schools: defective readers and defective spellers. I have occasionaly exercises in the etymology and meaning of words, based upon my own knowledge of the same, but have always found it best not to impose such exercises upon pupils as a task until they have creditably mastered the art of spelling.

I do not claim that my plans, as above given, are, by any means, perfect; but they are the result of long experience and observation, and I present them for what they are worth, feeling, as I do, that in their

pursuit I am making creditable spellers. To say that I *have* made them, in an ungraded school, with an average of from thirty to forty pupils per day—pupils in whose minds no permanent foundation has been laid for such a superstructure, and who, moreover, belong to that proscribed race of beings, who, whether they merit it or not, have the reputation of being inferior in mental powers to their fairer brethren, would be presumptuous.

"But," says the censoriously disposed reader, "it would seem by your plan as herein set forth that teachers should devote more than half of the school hours to spelling exercises." By no means. I would have no branch taught in our schools claim an undue share of attention. On the contrary, I find that, in the pursuit of the plans as given above, much valuable time is saved. And since I, with no natural fondness for the study of mathematics, find myself daily falling into the error of preferring the teaching of it to that of any other branch, I know how great must be the temptation of those whose tastes coincide with their inclinations. Good order in a school-room is so much more easily maintained when pupils are engaged with slate and pencil, or blackboard and crayon, working out problems, that one good reason for the favor with which mathematics is regarded in our schools at once becomes evident. And, in direct opposition to the utilitarian spirit of our country, which would make mathematics so prominent a branch of study, I have ventured upon this humble essay in defence of our old friend, the spelling-book. Who will join the little band I seek to represent, in this unequal contest of letters *versus* figures?

A DAY AT RUGBY.

NO one can have read the "Life of Dr. Arnold," or "Tom Brown's School-days"—no one, at least, whose memory holds in affectionate remembrance his own school-days, no one who has any sympathy with boyhood, with the sports and the trials and the pleasures of youth—no such person can have read these books without a longing to have a peep at the old school at Rugby.

So, availing myself of pleasant companionship and the opportunity of having a good introduction, I took the train, one pleasant October morning, from Leamington to Rugby, arriving after a pleasant hour's ride through the beautiful region that lay between, that gave us glimpses—fleeting, to be sure—of pretty hamlets half hidden in the trees, of green fields cropped by flocks of sheep, of broad parks studded with noble oaks and elms, big enough almost to shade their whole extent, varied with an occasional dissolving view of a railway-station, as we whirled through it with a rush and a scream, at last bringing up at the end of our ride in the station which some years ago became famous to the world from having its shortcomings disclosed in Dickens' story of "Mugby Junction."

We walked off at a good pace through the narrow, paved streets of the little town, which were quiet enough, spying here and there a book-store, or some such indication of a town whose main interest is connected with education, and stopping to look at the photographs of the buildings and the masters of the school or at the last number of the newspaper conducted by the boys, hung in the shop-windows, or (it was just out) in the hands of some boy, the centre of a group, listening eagerly to the account given of some important match, read aloud from its columns by the holder. At last, at the head of the street, we saw the school-gates, with the oriel windows above; and, like Tom Brown, we "saw the boys standing there, looking as if the town belonged to them," but who, nevertheless, politely informed us how to find our way to the residence of the master, who received us in the most cordial manner.

Under his guidance we passed through the great gates into the quadrangle, into the school-house hall, famous in "Tom Brown," with the tablets in its walls bearing the names of those who had won the highest honors of Rugby. "There are no very great names there," said our guide, modestly, for his own name was among them; but we saw enough names of those who have done honor to their *alma mater* in the world of letters, on the battle-field, and in the council-halls of the nation. There were enough names for old Rugby to be proud of. Then we passed into the school-rooms—plain, homely apartments, as all school-rooms are—and looked into one of the little studies—perhaps it was Harry East's own room—into which Tom Brown was introduced on his arrival. The description answers well to what we saw: "It wasn't very large, certainly, being about six feet long by four broad. It couldn't be called light, as there were bars and a grating to the window, which

little precautions were necessary in the studies on the ground-floor, looking out into the close, to prevent the exit of small boys after locking-up, and the entrance of contraband articles. But it was uncommonly comfortable to look at, Tom thought. The space under the window at the farther end was occupied by a square table, covered with a reasonably clean and whole red-and-blue-check table-cloth; a hard-seated sofa, covered with red stuff, occupied one side, running up to the end, and making a seat for one, or, by sitting close, for two, at the table; and a good, stout wooden chair afforded a seat to another boy, so that three could sit and work together. The walls were wainscoted half-way up, the wainscot being covered with green baize, the remainder with a bright-patterned paper, on which hung three or four prints of dogs'-heads; Grimaldi winning the Aylesbury steeple-chase; Amy Robsart, the reigning Waverley beauty of the day; and Tom Crib, in a posture of defense which did no credit to the science of that hero, if truly represented. Over the door was a row of hat-pegs, and on each side book-cases with cupboards at the bottom; shelves and cupboards being filled indiscriminately with school-books, a cup or two, a mouse-trap and brass candlesticks, leather straps, a fustian bag, and some curious-looking articles, which puzzled Tom not a little, until his friend explained that they were climbing-irons, and showed their use. A cricket-bat and small fishing-rod stood up in one corner."

Then we peeped into the kitchen and chemical lecture-rooms, with their usual apparatus of pots and kettles, glass tubes and retorts; and so through other rooms of one sort or another, out into the "close."

As on the day when Tom came to Rugby, so when we were there, there was a foot-ball match of some moment in progress, and the play-ground was all alive with white-trousered boys of all sizes and ages, up to well-grown youths of nineteen, valorously contending for victory. The ball was in the centre of a struggling crowd, all shoulder to shoulder, and working away manfully. Tom Brown's boys seemed to be all there, "Old Brooke," "Crab Jones," and all, they or their heirs—the latter most likely, for it is many a day since Tom was there, and his generation has passed away, as have those with whom I kicked foot-ball on the Delta at Cambridge. Some of *those* boys have since then worn the silver stars on their shoulders in hard-fought battles; some sit on benches in courts, dispensing justice; one of them has been for years the head of the university, and others have shed their light, each in his way. Boys turn out much the same on both sides of the Atlantic, and, while our Cambridge boys have been climbing in this manner, Tom Brown has got into Parliament.

We did not wait to see the end of the game, but walked on through the old trees the Fives Court at the farther end. This game is unknown in America; so we watch-it for a while, as the players in a great building with solid walls, knocked a hard wooden ball about from side to side. On the farther side of the ground were some new Fives Courts, built in imitation of the place at Oxford, where it is played against a certain buttress, which is here reproduced in fac similes, so that the noble game can be played in precisely the same manner at Rugby as at Oxford. And so, round the great play-ground, we came back to the school-buildings again, and went into the chapel.

The chapel was empty, for the boys were all at play; but we saw the "oak pulpit, standing out by itself above the school-seats," and could almost in imagination see there the tall, gallant form and kindling eye—could almost hear the echoes of "the voice, now soft as the low notes of a flute, now clear and stirring as the call of a light-infantry bugle—of him who stood there, Sunday after Sunday, witnessing and pleading for his Lord, the King of righteousness and love and glory, with whose spirit he was filled, and in whose power he spoke." But we heard these echoes and saw this form only in imagination, for the chapel was deserted, the arches echoed only our own footsteps and voices, and pulpit and seats were alike vacant. We looked round upon the painted memorial windows, and upon the marble monuments of the chapel, and paused reverently before the altar, beneath which lies the body of the beloved Arnold.

Going out, we saw on the way the plain desk and chair in which he had sat, which is treasured as a priceless relic of the great and good man who made Rugby so dear in the memories of hundreds and thousands of English boys.

Then, after a pleasant chat with our host and other Rugby masters—so like the talks we often hear in our own Cambridge—of college events and topics, our host guided us on our way to the station, where we took leave of him, little thinking that we should

so soon learn of his death, cut off in the midst of his useful and honorable career by disease occasioned by too severe devotion to the duties of his calling. We cannot soon forget his cordial greeting or the kindly attentions which made to us so memorable that day at Rugby.—*Henry Ware, in Appleton's Journal.*

EDITORIAL DEPARTMENT.

Pennsylvania School Journal.

LANCASTER, MAY, 1872.

J. P. WICKERSHAM. — J. P. M'CASKEY.

CONTRIBUTORS who do not find the favors they have sent us in this number, must have a little patience. They will appear in due time.

THE attention of mathematicians is called to Mr. Schneider's article on the "Beauty of Polygons." A second article on the same subject will appear in the number for June.

THE special attention of school officers, superintendents and Directors, is called to the important matter in the Official Department of this number of the JOURNAL.

NATIONAL ASSOCIATIONS.

The next annual meeting of the National Educational Associations will be held in the City of Boston, Mass., on the 6th, 7th, and 8th days of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four Departments —Elementary, Normal, Superintendence, and Higher Education. The officers intrusted with the duty of making the arrangements, are making good progress, and a full announcement will be made at an early day. The programme of exercises will include several of the most important educational topics now receiving consideration. No labor will be spared necessary to make the meeting a success.

E. E. WHITE, *Prest.*

S. H. WHITE, *Sec'y.*

APPOINTING A CADET.

IN justice to all young men who may aspire to positions in our national schools, and in the interest of our common school system, we are glad to see the best and broadest of our Congressmen following the example of the late Thaddeus Stevens in the mode of appointing cadets. Mr. Stevens, it is well known, during all the last years of his Congressional life, made his appointments of this character depend upon the results of a competitive examination. His plan was fair to all, and secured the very best talent for the place. We have heretofore noticed the names of several of our distinguished Pennsylvania Congressmen who have adopted the plan, and it now gives us pleasure to add another to the honorable list. We clip the following from a Warren paper:

> We notice that the Hon. G. W. Scofield, Representative of the Nineteenth Congressional district of Pennsylvania, has adopted, in regard to appointing a cadet from his district to the Naval Academy, a plan that is well worthy of imitation by Congressmen generally. Instead of himself selecting the candidate, he has confided the selection to a committee of three gentleman from, respectively, Warren, Erie and Ridgeway counties, which committee is to meet in Warren on the 15th of May next and examine applicants for the appointment, Mr. Scofield pledging himself to appoint the candidate whom the committee may decide is the best fitted for the position. This is practical reform—reform, too, in a department of the Government where it has long been needed, and we congratulate Mr. Scofield upon his inauguration of so wholesome a system.

BISMARCK'S LATEST TRIUMPH.

BISMARCK has won another victory. Under his leadership, after weeks of heated debate and bitter opposition, a bill has passed both the Prussian Houses, and received the signature of the Emperor, placing the superintendence of schools throughout the Empire hereafter in the hands of

Government officials instead of the priesthood, whether Catholic or Protestant.

In this struggle, Bismarck was opposed by a powerfel combination. The Ultramontanes, the Catholics, the High Protestants, the adherents of the extinguished governments of the absorbed States, embracing some members of the royal family and the Poles of the Duchy of Posen, usually hostile to one another, united their full forces in opposition to the passage of the bill; and so close was the contest, that, on one or two occasions, Bismarck only won the day by a majority of about 30 votes out of 400. The final vote in the House of Lords was, 25 ayes to 76 noes. Bismarck's main purpose, doubtless, in carrying through this measure, was to render German unity secure. He sees clearly enough that the union now existing is mechanical, its parts being held together by force; and he desires by means of education to cause Prussia and her conquered provinces to so grow together as to form one nation with common interests and sympathies. This is wise statesmanship.

Besides, it is probable that the change from priestly superintendence of schools to a superintendence by government officers will be in the interest of education, and Prussian schools, good as they have been, will become under the new regime still better.

It is a significant sign of the times, also, that the Prussian Minister of Education, Doctor Falk, has just decided that religious instruction in the higher schools shall not be enforced when parents can show the authorities that their children are receiving proper religious instruction at home. One more step, and the American unsectarian system of public education will be adopted in the great German Empire.

AMERICAN SYSTEM OF EDUCATION.

AT the request of Mr. Mori, the Japanese Minister at Washington, Secretary Northrop of Connecticut, recently drew up an outline of our American system of education for the Japanese Government. This draft was submitted for alteration or amendment to a considerable number of gentlemen, specially interested in education or personally concerned in the administration of school systems. As perfected the outline will be translated into Japanese, and circulated among the officials of the Japanese empire.

The following is a copy of the document:

I. EDUCATION UNIVERSAL.

The American people maintain in every State a system of education which begins with the infant or primary school and goes on to the grammar and high schools. These are called "Public Schools," and are supported chiefly by voluntary taxation, and partly by the income of funds derived from the sale of govern ment lands, or from the gifts of individuals.

II. PUBLIC SCHOOLS HAVE BEEN TRIED FOR 250 YEARS.

Their estimate of the value of education is based upon an experience of nearly two centuries and a half, from the earliest settlement of New England, when public schools, high-schools, and colleges were established in a region which was then almost a wilderness. The general principles then recognized are still approved in the older portions of the country, and are adopted in every new State and Territory which enters the Union.

III. THE WELL-KNOWN ADVANTAGES OF EDUCATION.

It is universally conceded that a good system of education fosters virtue, truth, submission to authority, enterprise and thrift, and thereby promotes national prosperity and power; on the other hand, that ignorance tends to laziness, poverty, vice, crime, riot, and consequently to national weakness.

IV. STATE ACTION INDISPENSABLE.

Universal education cannot be secured without aid from the public authorities; or in other words the State, for its own protection and progress, should see that public schools are established in which at least the rudiments of an education may be acquired by every boy and girl.

V. THE SCHOOLS ARE FREE, ARE OPEN TO ALL, AND GIVE MORAL, NOT SECTARIAN, LESSONS.

The schools thus carried on by the public, for the public, are (*a*) free from charges for tuition; (*b*) they are open to children from all classes in society; and (*c*) no attempt is authorized to teach in them the peculiar doctrines of any religious body, while (*d*) the universal virtues, truth, obedience, industry, reverence, patriotism and unselfishness, are constantly inculcated.

VI. PRIVATE SCHOOLS ALLOWED AND PROTECTED BY LAW.

While public schools are established everywhere, the government allows the largest liberty to private schools. Individuals, societies and churches are free to open schools and receive freely any who will come to them, and in the exercise of this right, they are assured of the most sacred protection of the laws.

VII. SPECIAL SCHOOLS FOR SPECIAL CASES.

Special schools for special cases are often provided, particularly in the large towns; for example, evening schools for those who are at work by day; truant schools for unruly and irregular children; normal schools for training the local teachers; high schools for advanced instructions; drawing schools for mechanics, and industrial schools for giving the elements of useful trades.

VIII. LOCAL RESPONSIBILITY UNDER STATE SUPERVISION.

In school matters, as in other public business, the responsibilities are distributed and are brought as much as possible to the people. The federal govern-

ment being a Union of many States, leaves to them the control of public instruction. The several States mark out, each for itself, the general principles to be followed; subordinate districts or towns determine and carry out the details of the system.

IX. UNIVERSITIES AND COLLEGES ESSENTIAL.

Institutions of the highest class, such as universities, colleges, schools of science, etc., are in a few of the States maintained at the public expense; in most they are supported by endowments under the direction of private corporations, which are exempted from taxation. Consequently, where tuition is charged the rate is always low. They are regarded as essential to the welfare of the land, and are everywhere protected and encouraged by favorable laws and charters.

VISIT OF THE JAPANESE.

HON. F. M. TANAKA, Commissioner of Education in Japan, and Mr. Joseph Nee-Sima, a Japanese gentleman who has been some five years in this country at school at Andover, Massachusetts, spent three days during the first week in April, at Harrisburg. The principal object of their visit will appear from the following letter:

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
WASHINGTON, D. C., Mar. 30, 1872.

DEAR SIR—I have the honor hereby to introduce to your favorable consideration and attention, Hon. F. M. Tanaka, Commissioner of the Educational Department, Japan, now visiting this country, who has been accredited by the State Department to this office, at the request of the Chief Ambassador, now in this country.

Mr. Tanaka desires to obtain a correct and full idea of education in the United States—the legislation, organization, methods of taxation, of expending money, of conducting State, city and district systems of education, and also information in regard to architecture, furniture, methods of instruction, text books, discipline, etc. I have no doubt you will share with me in the most earnest desire to facilitate these wishes of the Japanese government in this respect, and will afford to Mr. Tanaka every opportunity for obtaining the information that he desires.

I am, sir, very respectfully, your obedient servant,
JOHN EATON, Jr.,
Commissioner.

Hon. J. P. WICKERSHAM, Sup't Common Schools,
Harrisburg, Penna.

The Japanese Commissioner brought with him a series of questions relating to the nature and management of our school system. These were fully answered in the several interviews that took place between him and the State Superintendent, written down and translated into Japanese by Mr. Nee-Sima, who speaks and writes English quite well. The Commissioner seemed highly pleased with our system of schools, and expressed the opinion that some of its most valuable features could be successfully carried into effect in Japan. He took with him copies of our reports and the forms used in the working of our system. He said: "The Japanese are your children, and you must teach them."

The following article from the *New Jersey Mechanic* will give our readers full information concerning the objects of the Japanese Embassy, of which so much has been said in the newspapers, and the change in the political affairs of Japan which has given rise to it. We regret to learn that a recent attempt was made by a band of twelve men to assassinate the Mikado, by whom these changes have been inaugurated, but, fortunately, the attempt failed. Other attempts may follow, for a nation is not lifted up from darkness to light without danger to the daring spirits who undertake the task.

THE JAPANESE EMBASSY.

The interest which the Japanese Ambassadors at first awakened at Washington, has increased as they have shown more of their character, and unfolded more fully the important objects of their embassy. They appear to great advantage in all their intercourse, both with the officers of the Government and with other people whom they meet. They are not only persons of very high rank in their own country, but also statesmen and diplomatists of comprehensive views and of great intelligence. The address of their leader to the President, and still more his speech to the House of Representatives, were singularly appropriate performances, and at the same time thoroughly Oriental in their spirit and their imagery. Better conceived addresses would not have been expected from ambassadors coming from the most civilized nations of the West.

When considered with reference to the objects which it has in view, this embassy must be acknowledged to be an indication of progress in Japan that is worthy to be hailed with the utmost interest. The credentials which it has borne to the President declare that the Emperor is desirous of profiting by the improvements which have been made in other countries, and of establishing with them an intercourse which shall be of reciprocal advantage. It is to promote this grand design that he sends forth these representatives first of all to this country, which already sustains most friendly relations with his own. These embassadors, who are clothed with the highest authority which a government can delegate, are to study our institutions and our industrial arts; they are to become acquainted with our modes of education, our forms of legislation and of popular election, and, what is now a matter of much interest in Japan, with the practical working of our religious freedom, by means of which the votaries of every faith and every mode of worship dwell together as one people, and are guaranteed the enjoyment of their rights by one and the same system of laws.

It is well known that a considerable number of Japanese youth of wealth and rank are already study-

ing in our schools and colleges, and some, we believe, have also, by special permission of the Government, been admitted to the Naval Academy at Annapolis. But it is not so well known that several American gentlemen have been appointed by the Imperial Government to teach in the university at Yeddo and at Niagata, and that others have been solicited to go and assist in organizing a system of popular education for the whole empire. Nothing in its way can be more striking than an address which was recently made by the Mikado to the Assembly of his Daimois or nobility. He announced to them that universal education is the only basis of national prosperity, and that he means to secure it for his people. He calls upon them to assist him and to gather information that will be useful in promoting the object. He advises them to travel in foreign countries, and to take their wives and sisters and daughters with them, for education and acquaintance with the world are as important for women as for men.

The whole address is in strange contrast with the exclusive and conceited spirit which has always reigned in Japan, modified, perhaps, within the past few years, by the opening of its ports to the commerce of the world, which was secured by our own Government. It is this new spirit that is awakening in Japan, of which the present embassy is a most emphatic and conspicuous manifestation. The members of it are of higher rank and of far greater intelligence and refinement than those of their countrymen who came here twelve years ago. The lessons of government and popular education, and especially the lessons of universal and religious freedom, which they will learn here, may have an important bearing on the future policy of their country.

Topics of the Month.

THE contributions of American scholars to philology, and the thorough course of philological instruction in this country, are attracting considerable attention in Europe. The London *Athenæum*, one of the leading critical reviews in England, pronounces the Anglo-Saxon Grammar of Prof. March, of Lafayette College, "an invaluable work for the comparative philologist," and further compliments the College by remarking that "the studies of a philological character carried on at this comparatively small American institution, are not surpassed in thoroughness by those which we are accustomed to associate with the German Universities." The *British Quarterly*, in a review of these philological studies in the curriculum at Lafayette, declares that "nowhere else is the subject treated with equal competence and success."

This is truly a great compliment to Prof. March and Lafayette College, coming as it does from such a source, and plainly shows the high esteem in which this institution and its learned corps of professors are held, not only in this country, but more particularly among the *literati* of Europe.—*Easton Free Press.*

SHARON.

MR. C. W. TOWNSEND, Principal of the Union School, of Sharon, says, in his recent report to the board of directors:

> I would especially call the attention of the board to the high percentage of attendance in some of the rooms, as well as the total absence of tardiness. It will be seen that in three rooms—4, 6 and 7—no scholars have been late, either in the morning or afternoon. Indeed, all the schools exhibit extraordinary results in punctual attendance, with the exception of the two highest grades, where most of the tardiness did occur, and where the least should have occurred.

The teachers here referred to, we find, upon examining the table accompanying the report, are Misses Garvin, Thomas and Fusselman. Miss Garvin had 62 pupils enrolled; her average daily attendance for the month was 60, the percentage of attendance was 97, and she had not a single case of tardiness.

Miss Thomas had 60 pupils enrolled; her average daily attendance was 56, the percentage of attendance was 96, and she had no cases of tardiness.

Miss Fusselman had 66 pupils enrolled; her average daily attendance was 60, the percentage of attendance was 94, and there were no cases of tardiness.

But these ladies are not the only Sharon teachers who deserve credit, for we find that the whole number of pupils enrolled for the month of February was 868, and of these the average daily attendance was 570, and the percentage of attendance, 89; there were 109 cases of tardiness. Few towns in the State can make a better exhibit. Mr. Townsend may well feel satisfied with the work he is doing.

FRANKLIN AND MARSHALL COLLEGE.

AS will be seen by the following extract from the late annual catalogue, Franklin and Marshall College is not much in favor of the so-styled "New Education." It prefers to follow the paths which its philosophy points out as the right ones, and which its experience in the past has shown to be safe. The views presented will, we

vide. But it would probably not increase the cost of the schools nearly so much as it might be supposed or apprehended, while it might be made greatly to increase their general efficiency. It is to be assumed that school accomodations are already provided, sufficient for all the children of schoolage in the Commonwealth. But even if it were necessary to reserve or supply separate schools for those children who do not now attend school at all, and if to these were added the incorrigibly truant, and the unreasonably absent from the other schools, together with those who, for misbehavior or negligence, are expelled from them, it would only leave more room in the other schools for the wants of an increasing population, and would, in the long run, involve only a change in the *distribution* of the whole number of children. The result would, in fact, be that the average attendance in the other schools would be much raised; the conduct and industry of the pupils would be improved; and, in the end, the number to be provided for in the separate school would be very small indeed. And as to the meager remnant of extremely destitute children, which would be, we believe, continually reduced under the system we propose, for whom maintenance as well as instruction would have to be provided, it is not easy to see how the State can decline the duty of making the provision, or why, while it has its numerous asylums of kindred character, it should *seek* to decline it. We think, therefore, that the expense would not be "vastly" increased; but whatever the cost would be, it ought to be cheerfully met.

5. "It would encourage reckless mar riages, and the reckless idleness and wastefulness of parents."

This is the sort of objection that has been made, and may continue to be made against all relief afforded to the poor and wretched. There is an abuse to be guarded against, but it is not to be guarded against by leaving the destitute and miserable to rot and perish; but only by giving relief in such judicious ways and degrees as to avoid abuses as far as possible. The same good judgment should be exercised in this case. But the objection is the less applicable here, because the natural and proper effect of the legislation proposed would be, on the whole, to diminish poverty and wretchedness, as well as ignorance, vice and crime. Meantime it does not appear that the evil consequence alleged has actually followed where education has been made universally compulsory, whether in Sweden, in Norway, or in Germany.

6. "Merely to learn to read and write will not make better citizens, or diminish crime."

Here it is to be observed, first of all, that the practical alternative is not, as is often invidiously suggested, between a knowledge of reading and writing on the one hand, and habits of morality and religion, or a knowledge of a trade on the other; but between so much knowledge as is involved in reading and writing and no education at all; between so much knowledge as that or blank ignorance, or a training only in habits of vice and crime.

In the second place, so far from its being true that such a modicum of learning, or any amount of knowledge, is naturally associated with immorality, the plain fact is, that there is a natural affinity between knowledge and good morals; between the normal culture of the intellect and of the heart; between truth and rectitude; and that a knowledge of reading and writing increases both the means and the tendency to acquire both the knowledge and the habits of virtue and good morals. This is the general law, and the dissociation of knowledge from virtue, the perversion of knowledge to the aid and development of vice and iniquity, which it is true may sometimes happen, and which has happened in some notorious and terrible examples, is one of the most monstrous abuses known in human experience.

But, in the third place, it is not proposed that these children should be taught to read and write to the exclusion of all moral or religious instruction. The public schools of Pennsylvania are neither immoral nor godless schools. Ninety-nine in a hundred of the teachers are, and would continue to be, moral, and nine-tenths of them religious persons. Moral and religious instruction and training would be given, radiating constantly in an unconscious influence from the person, bearing and example of the teacher; from the very air and order of the school-room; and in formal lessons, too, and special exercises, with such rare exceptions for weak consciences as have been before referred to. Morover, we here add, that all the time, if any, besides Sundays and Saturdays, which any parents may require for their children to receive actual religious instruction from their own religious teachers, would be freely accorded to

in order that it may be made profitable to our public schools, in view of the fact that about one-half of the committee appointed do not find it convenient to give any attention to the matter, we therefore earnestly recommend that hereafter there be appointed yearly by the board a committee consisting of three competent gentlemen, called the Committee of School Inspection, whose duty it shall be to visit the schools of the city during the months of February and March of each year, to make an accurate and faithful report of their condition and progress, and each member of said committee to receive for his services a compensation of not less than three dollars per day for the time actually given. We earnestly invite your attention to this recommendation, as we see no other way of making the School Inspection Committee of real service to the cause of public education.

This means, in plain words, that Allegheny needs a City Superintendent of schools, and cannot do without one much longer.

The Committee on Special Instruction say

OF VOCAL MUSIC.

The advantages resulting from the introduction of vocal music into the school-room cannot be overestimated. Physically, it expands the lungs and promotes the general health. Intellectually, its study, like that of any other science, affords mental discipline. Socially, it refines the taste, develops the finer feelings of our nature, and casts the sunshine of happiness over all who come within its influence. Morally, it helps to counteract the sordid tendencies of the age, by surrounding men with an atmosphere that does not always vibrate to the clink of gold It forms an essential part of public praise and private devotion—in short gives expression to the holiest emotions of the soul. These advantages are alike numerous and important. To secure its study in every school-room, its success, however, will depend in a great measure on the harmonizing and hearty coöperation of all engaged in the work. To aid in accomplishing a result so desirable, it is important that the principal's care be directed to the attention and discipline of the classes during the exercises of singing, while the entire work of the musical director should be to interest and instruct.

OF PENMANSHIP.

It is essential to the successful teaching of penmanship that the teacher should possess a knowledge of the forms and proportions of letters, and the power of executing them. To obtain such teachers it was found necessary, at an early period in the history of our schools, to make instruction in penmanship a specialty, and employ experts in the art in each school. The plan has worked most admirably, and we think it would be difficult to find in the public schools of any city, better organized or better instructed writing departments than in the schools of Allegheny.

OF DRAWING.

The practice of this art in our schools affords timely relaxation and relief from close and laborious study. Not only is it a most excellent preparatory training in the acquiring of the art of penmanship, but if extended to the branch of mechanical drawing, in the male department, it will afford valuable training for the active pursuits of life. Though many of the children in our schools may never become draughtsmen, yet in the actual practice of any mechanical art, drawings are invaluable. They show the true forms, dimensions and arrangements of machinery with greater clearness than models. Without drawings it would be impossible to make any advance in mechanical art. Paper, pencil, ink and colors are cheap materials, and the time which the pupil may spend in acquiring a knowledge of mechanical drawing may be deemed well spent, when we consider its importance and utility in future life. It is too often the case that every young man, whatever be the walk in life in which he chooses to tread, has to begin his real education after he leaves the school-room. We think this evil should be remedied; that every child should have instilled into his mind, in early years, a thorough knowledge of common things, so that when he advances in life, he may enter more readily on any of the trades or professions, or be prepared for the emergencies of commerce.

Among our fast increasing population there lies dormant a vast amount of talent and ingenuity, which at present is so much loss of capital to the country and to the world. We are eminently a manufacturing and agricultural people. Our manufactures are all the product of mechanical contrivances; our agriculture is now rising to its just position as a mechanical and chemical art. Whatever instruction may be given in our schools which may tend to direct attention to the mechanical arts, and develop a love for them in the mind of the pupil, we consider important; hence we commend instruction in drawing, and especially mechanical drawing in the public schools.

PERSONAL.

PROF. MILES ROCK, of the Astronomical Observatory, of Cordoba, Argentine Republic, South America, sends us a catalogue of the minerals and rocks represented at the recent National Exposition held at Cordoba. He also sends us the proceedings connected with the inaugural ceremonies of the Observatory with which he is connected, and the address of Dr. Avellaneda, Minister of Public Instruction, delivered at the opening of the National Exposition. He has our thanks.

SUPERINTENDENT HARLAN, of Wilmington, Delaware, was recently presented by the teachers of public school, No. 1, with one of Rogers' groups of statuary, entitled "The School Examination." Mr. Harlan is evidently doing a good work among the Wilmington schools.

PROF. JOHN S. ERMENTROUT, late Principal of the Kutztown Normal School, has accepted the Professorship of Classics in the College of St. Charles Boromeo, a Catholic institution at Philadelphia, at a salary, the *Rural Press* states, of $6,000 per annum.

We hope the *Rural Press* is right and that our old friend receives the salary named, but we presume the amount is much over-stated.

MISS ANNA C. BRACKETT, Principal of the Normal School of St. Louis, and Miss Anna E. Johnson, Principal of the State Normal School, Framingham, Mass., each receives a salary of $2,500 a year—the largest salaries paid to lady teachers in the United States.

W. M. LINDSEY, ESQ., until recently, County Superintendent of Warren county, has been admitted to the Bar and formed a partnership with Hon. S. P. Johnson in the practice of the law.

REV. JOHN HEWITT has been elected Principal of the State Normal School at Bloomsburg, and has entered upon his duties.

SUPERINTENDENT ARMSTRONG of Luzerne, at the recent Teachers' Institute held at White Haven, was complimented by the teachers in the following resolution:

"*Resolved*, That Supt. Armstrong, in the administration of his official duties, has labored earnestly and zealously to promote the best interests of the schools in Luzerne county, and that by gentlemanly and impartial treatment of the teachers, he merits their highest respect and esteem."

THE friends of Amos Rowe, and their name is legion among the teachers of Pennsylvania, will be pleased to learn that he is meeting with great success in teaching at his new home in Iowa. A writer in the Buchanan County *Bulletin* of March 22d, thus speaks of him:

"*Editor Bulletin*:—By your permission, I desire to furnish the numerous readers of your paper with a short report of the school of Sub-District No. 3, of Byron township, Buchanan county, Iowa, taught by Prof. Amos Rowe, formerly of Lancaster, Pa., which I think will be read with interest. It is a fact worthy of notice, that he knows how to maintain order and secure attention in the school-room. During a term of four months not one case of corporal punishment was resorted to; his manner of governing was such as to command the respect and commendation of every patron in the district. The general deportment of the school was improved a hundred per cent. His manner of teaching is not only to have scholars learn the rules (that is, to commit them to memory), but to have a knowledge of the application of them in the various branches of study. The progress of the school was rapid and thorough. The amount of labor performed by Professor Rowe during the term was very great. This was increased by the admission of four teachers, who were heard recite arithmetic, algebra, natural philosophy, physiology and Latin, before school hours, in the morning recess, at noon and evening. The daily average attendance was ninety per cent. of the number enrolled, notwithstanding the extreme cold and blocking of the roads by repeated snow-storms. The number of visits during the term, by patrons, was forty-two.

OFFICIAL DEPARTMENT.

DEPARTMENT OF COMMON SCHOOLS,
HARRISBURG, May, 1872.

OBJECTIONS TO COMMISSIONING COUNTY SUPERINTENDENTS.

COMMISSIONS to county superintendents are not issued for thirty days after the day of election. This time is allowed in order that all who deem a superintendent elected by a convention of directors unqualified for the office, may have full opportunity to file their objections.

In this connection it is thought proper to call the attention of directors to the following provision in the law. Incompetent officers have been commissioned because directors were not fully advised as to the manner of presenting objections to its being done to the School Department.

"But if objections to issuing such commissions be made within thirty days, and such objections be signed, among others, by a majority of the members of not less than one-fifth of all the school boards in the county from which such objections are received, and certified to, under oath or affirmation, by at least three of the signers, the Superintendent of Common Schools may require such evidence, under oath or affirmation, in regard to the legality of the election and the qualifications of the person elected county superintendent, as he shall deem necessary, and then shall issue the commission to the person properly qualified, who received the greatest number of votes; and the Superintendent of Common Schools, when engaged in the investigation of objections filed against the issuing of commissions to county superintendents, shall have power to issue subpœnas and administer oaths; and any person, refusing or neglecting to attend, and give evidence of such investigation, when legally subpœnaed, shall be liable to the same fines and penalties as if he had refused to appear and give evidence in the court of record, and the costs to be paid by the parties subpœnaing the witnesses."

It will thus be seen that a majority of one-fifth of the boards of directors in any county have the power to keep an incompetent man out of the office of superinten-

dent, and it is hoped they will fearlessly exert their power wherever the circumstances demand it. The necessary papers can be drawn up and signed, if desirable, on the day of the election.

To this it should be added, however, that objections, to have weight in the hearing, must not arise from improper motives or considerations of any kind, but have strict reference, in the language of the law, "to the legality of the election and the qualifications of the person elected county superintendent."

PERMANENT CERTIFICATES GRANTED.

No.	NAMES.	RESIDENCE.
871	J. G. Hillman.....	Freedom, Beaver co.
872	Maggie J. Hunter.....	New Brighton, "
873	Beckie M. Fleming...	" " "
874	Flora Vanness.....	Standing Stone, Bra'fd co.
875	W. A. Tobias.....	Rebersburg, Centre co.
876	W. J. McClure.....	Petroleum Centre, Venango
877	Jonathan H. Fritz.....	Somerset, Somerset co.
878	D. E. Kast.....	Mechanicsburg, Cumb'd.
879	J. Woods McMurtrie.	Milton, Northumberland "
880	A. J. Davis.....	West Freedom, Clarion "
881	John B. Savidge.....	Shamokin, Northumb'ld "
882	Russel P. Laird.....	Danville, Montour co.
883	Lorenzo D. Kase.....	Bloomsburg, Columbia co.

ELECTION OF SUPERINTENDENTS.

THE Legislature failed to pass the bill fixing the salaries of county superintendents, and they must be fixed, as heretofore, by the several conventions of directors. It is hoped that directors may be able, in discharging this part of their duty, to derive some assistance from the table of salaries published in the last number of the SCHOOL JOURNAL. The salaries ought to be made proportionate to the work. This word of warning it is thought proper to give, that if the irregularities in the salaries become much greater than they have been, a certain fixed amount will be taken out of the general State appropriation, as now, and the remainder out of the particular appropriation to the county that is selfish enough to vote away money belonging to others.

ANNUAL REPORTS.

BOARDS of Directors are requested to observe the following directions in making out and forwarding the annual reports:

1. These reports should be made out as soon as the schools close, or, in case they continue in operation, as near the first of June as possible.

2. They should contain a full and exact statement of the financial accounts of the board up to date.

3. They should in all cases, under the general law, be prepared and signed by the old boards before going out of office.

4. When prepared, they should be placed in the hands of the *new* boards to receive the signatures of *their* officers, and be transmitted to the proper county superintendent.

5. Boards of Directors will confer a great favor upon all concerned by acting promptly in the matter of reports. There would seem to be no good reason why the reports from all the districts in the State should not be on file in this department by the latter part of June. The law requires them to be on file by the fifteenth of July, at the risk of losing the State appropriation.

6. Form No. 1 of the affidavit and certificate accompanying the report should be executed by the *old* officers, and form No. 2 of the same, should be filled up and signed by the *new* officers.

TO COUNTY SUPERINTENDENTS.

NO warrant will be issued for the last quarter's salary to a county superintendent retiring from office, until he has conformed to the following conditions:

1. Forwarded to this Department his annual report.
2. Made all his monthly reports.
3. Be prepared to show a receipt for all public documents from his successor.

The postage of county superintendents, embracing only that paid for letters and documents sent to this Department, will be settled soon after the end of the school year, on the reception of itemized, receipted bills therefor.

Superintendents are requested to inform the proprietors of newspapers who have published notices of the triennial convention of directors, that if they will send receipted bills to the School Department, they will be paid at once after the first of June

They are also requested to forward to the Department no annual report that does not contain the name and address of the officers of the board of directors for the next school year commencing on the first Monday of June, 1872. Any report received in violation of this direction will be at once returned for correction to the officer forwarding the same.

Superintendents will this year embrace such matter in their annual written reports to this department, and construct them in such form as they may deem judicious, each being left at entire liberty to follow his own ideas of what is best in these respects. No superintendent's report, however, must exceed in length *five* of the printed pages of the usual report of this Department.

CIRCULAR TO EDITORS.

THE following circular was sent to the editors of all the newspapers in the State, and has been published by large numbers of them. The editorial response called forth by it is very cheering, and must do good. The editor and the teacher are both

educators, and should work together for the common good.

HARRISBURG, April 1, 1872.

To the Editor of ——— ———

SIR: On the first Tuesday of May next, conventions of school directors will assemble at the county seats of the several counties of this Commonwealth for the purpose of electing county superintendents of common schools for the term of three years, commencing on the first Monday of June. At the same time there will be held, if the respective boards of directors so decide, in all cities and boroughs possessing 7,000 inhabitants, special elections for the election of city and borough superintendents of schools for the same length of term as that for which county superintendents are to be elected.

There are now serving in the State, 81 county, city and borough superintendents, to be increased probably at the forthcoming election to 85 or more. The importance of the interest intrusted to these officers can scarcely be over-estimated. Pennsylvania will have 1,000,000 children to educate in her public schools during the next three years, and her annual expenditures for school purposes will most likely average $10,000,000. Whether these children shall be well taught and trained, or otherwise; whether this vast sum of money shall be judiciously or injudiciously expended, will depend very much upon the men about to be chosen to fill the office of superintendent, for it will be admitted by all who reflect upon the subject that as the superintendents so the teachers, as the teachers so the schools, and as the schools so in good measure the social and political condition of the people.

In view of these facts, and appreciating the power of an intelligent Press as an agency in creating a right public sentiment, I feel it my duty to ask you to impress editorially upon your readers, both school directors and citizens, the importance of securing the very best man that can be found willing to accept the office of Superintendent of Schools in your county. No other office probably has a relation so vital to the interests of the people. Persuade the members of the convention, if you can, to lay aside all extraneous considerations and allow their choice to be determined by merit, and merit alone.

Pennsylvania has within the last few years placed herself proudly alongside of the foremost educational States. She is taxing herself for educational purposes as heavily as any other State in the Union. She is pouring out her money for the education of her children most generously, and it is the high duty of all who have to do with the official management of schools to see that every dollar thus contributed brings back the greatest possible return of that for which it is given. Our people are willing to pay for the best schools, and we must have them. Let none but men fully qualified be placed in the office of Superintendent, and the rest is guaranteed.

Hoping you will be willing to lend your aid in calling attention from time to time, through your columns, to the matter herein brought to your notice,

I am, very respectfully, your obedient servant,

J. P. WICKERSHAM,
Supt. Com. Schools.

PIKE.—The annual teachers' institute was held at Milford, April 15th.

SCHOOL LEGISLATION.

WHAT was done by the Legislature at its recent session, of general interest with respect to school affairs, will be found below.

APPROPRIATIONS TO COMMON SCHOOLS.

For the salary of the Superintendent of Common Schools, two thousand five hundred dollars.

For the salary of the Deputy Superintendent of Common Schools, eighteen hundred dollars.

For the salary of an additional Deputy Superintendent, eighteen hundred dollars.

For the salaries of three other clerks in the School Department, one thousand four hundred dollars each.

For expenses of principals of State normal schools and superintendents, in attending annual examinations, as per bills on file in the School Department, two hundred and fifty dollars, or so much thereof as may be necessary.

For engraving and printing warrants, one hundred and seventy-five dollars, or so much thereof as may be necessary.

For salary of messenger, nine hundred dollars.

For stationery and blank books in the School Department, three hundred dollars, or so much thereof as may be necessary.

For postage, telegrams and express charges, one thousand two hundred dollars, or so much thereof as may be necessary.

For cleaning office and miscellaneous expenses of the School Department, three hundred dollars, or so much thereof as may be necessary.

For expenses in packing and distributing blank forms, reports, school laws and decisions to the school directors of the State, one thousand dollars, or so much thereof as may be necessary.

For publishing and circulating among the school officers of the State the official decisions and instructions of the Department, two thousand two hundred dollars, or so much thereof as may be necessary.

For traveling expenses on official business of the department, six hundred dollars, or so much thereof as may be necessary.

SECTION 12. For the support of the common schools, for the school year which will begin on the first Monday in June, Anno Domini one thousand eight hundred and seventy-two, to be paid on warrants to be drawn by the superintendent in favor of the several school districts of this Commonwealth, the sum of seven hundred thousand dollars, inclusive of the salaries of the county superintendents, and inclusive of the sum of fifteen thousand dollars for the education of teachers in the normal schools of this Commonwealth, to be applied in the same way and under the same conditions as a similar appropriation was directed to be applied by the general appropriation act, approved the eleventh day of April, one thousand eight hundred and sixty-six: *Provided*, That each student in the normal school drawing an allowance from the State, must receive regular instruction in the science and art of teaching, in a special class devoted to that object, for the whole time such an allowance is drawn; and in the allowance to soldier students at normal schools no distinction shall be made on account of age; and that all examinations of the graduating classes at the normal schools shall be conducted by a board of which the

State Superintendent or his deputy shall be president, of two principals of normal schools, of whom the principal of the school where students are under examination shall be one, and two county, city or borough superintendents of the district in which the school is located, to be appointed by the State Superintendent; inclusive, also, of the sum of twenty-five hundred dollars to the Lincoln University, to be used for the same purposes as the appropriations to normal schools: *Provided*, That the city of Philadelphia shall be entitled to a proper proportion of this appropriation without contributing to the salaries of the county superintendents; and that the sum of three thousand dollars of the amount received by the city of Philadelphia shall be paid to the teachers' institute of said city for its corporate purposes.

The two notable things connected with these appropriations are the increase of the State appropriation to common schools to $700,000, and the provision made to pay the salary of an additional deputy superintendent. The increased State appropriation to common schools will bring with it some relief to many heavily taxed school districts, for every dollar that comes from the State will take the place of a dollar to be raised otherwise by local taxation, and, in general, add vigor to the whole system. The additional deputy that has been provided for is an officer much needed to aid in doing the large amount of work that has become necessary to be done outside of the the Department.

For these two important steps in advance the friends of education are mainly indebted to Hon. James L. Graham, chairman of the Finance Committee of the Senate, and Hon. B. L. Hewitt, chairman of the committee of Ways and Means of the House of Representatives.

APPROPRIATION TO ORPHAN SCHOOLS.

For the expenses required by the act, entitled "An act to provide for the continuance of the education and maintenance of the destitute orphans of the deceased soldiers and sailors, and the destitute children of permanently disabled soldiers and sailors of the State," approved April ninth, one thousand eight hundred and sixty-seven, as follows:

For the superintendent, in addition to his salary as superintendent of common schools, twelve hundred and fifty dollars.

For the salary of chief clerk, eighteen hundred dollars.

For the salary of one other clerk, fourteen hundred dollars.

For the salary of the inspector of orphan schools, two thousand dollars, and two hundred for traveling expenses.

For the salary of the female inspector of orphan schools, twelve hundred dollars, and two hundred dollars for traveling expenses.

For postage, telegrams and express charges, five hundred dollars, or so much thereof as may be necessary.

For stationery and blank books, one hundred and fifty dollars, or so much thereof as may be necessary.

For printing and circulating decisions and instructions, two hundred dollars, or so much thereof as may be necessary.

For transferring pupils, two hundred dollars, or so much thereof as may be necessary.

For funeral expenses, four hundred dollars, or so much thereof as may be necessary.

For traveling expenses of the superintendent and his assistants in conducting the annual examinations, three hundred dollars, or so much thereof as may be necessary.

For furniture and miscellaneous expenses, two hundred and fifty dollars, or so much thereof as may be necessary.

For the purpose of aiding deserving soldiers' orphans, who leave the schools at sixteen years of age, to fit themselves for teachers at the State Normal schools, two thousand dollars.

For the education and maintenance, including clothing, of each orphan of less than ten years of age, admitted into such orphan homes or institutions as have received appropriations from the State, the sum of one hundred dollars, or so much thereof as may be necessary

For the education and maintenance, including clothing, of each orphan of less than ten years of age, admitted into such orphan homes or institutions as have received appropriations from the State, the sum of one hundred and fifteen dollars, or so much thereof as may be necessary.

For the education and maintenance, including clothing, of each orphan above the age of ten years, admitted into such institution as may be selected for them by the proper authorities, and which has received no appropriation from the State, the sum of one hundred and fifty dollars, or so much thereof as may be necessary; the gross amount appropriated for all purposes connected with the soldiers' orphans schools not to exceed one hundred and twenty thousand dollars for each quarter, in addition to any surplus that may accrue from the appropriation for the school year ending May thirty-first, one thousand eight hundred and seventy-two, after the payment of the deficit for the year one thousand eight hundred and seventy, directed to be paid out of that surplus, and such moneys, not otherwise appropriated, as may be returned to the treasury from the loans made to certain schools under the act of April fifteenth, one thousand eight hundred and sixty-seven, and its supplement; and all accounts to be settled by the Auditor General and State Treasurer in the usual manner, and to paid on the warrant of the Auditor General. And it is hereby further declared, that no child born after the first day of January, Anno Domini, one thousand eight hundred and sixty-six, shall be admitted into any of the institutions aforesaid; and it shall be the duty of the superintendent, on or after the first day of June next, to discharge from any and all the institutions which have received, or which shall hereafter receive, any such children, under the provisions of the act of April ninth, Anno Domini one thousand eight hundred and sixty-seven, as shall have arrived at the age of sixteen years; and so much of the act, entitled "An Act to provide for the education and maintenance of the destitute orphans of the deceased soldiers and sailors of the State," approved April ninth, one thousand eight hundred and sixty-seven, as conflicts herewith, be and the same is hereby repealed; and it is hereby declared to be the further duty of the superintendent, to prescribe

the kind of clothing to be worn by the children of said orphan schools, and to see that each receive an amount of the full value of twenty-five dollars.

It is to be observed that while the appropriation to orphan schools was last year $520,000, all that was asked for this year was $480,000. This deduction is not owing to any considerable decrease in the number of children under the care of the State, for that number is now about as large as it has ever been.

APPROPRIATIONS TO NORMAL SCHOOLS.

SECTION 50. To the South Western Normal School of the Tenth district, the Bloomsburg Normal School of the Sixth district, and to the Mansfield State Normal School of the Fifth district, each ten thousand dollars.

This appropriation of $30,000, in addition to the general appropriation of $17,500 and conditional appropriation of $15,000 to the the school at Lock Haven, in all $62,500, constitutes the whole of the appropriation to normal schools.

It is to be regretted that particular schools find it necessary to ask for special appropriations. Legislative favoritism is quite as likely to prove a drawback to them as a help. The State should give liberal support to her normal schools; but it should be done upon broad, general principles. The policy of giving appropriations to some schools and denying it to others that need or deserve it quite as much or more will, if persisted in, seriously cripple the whole system.

NORMAL SCHOOL TRUSTEES.

SECTION 1. *Be it enacted, &c.*, That the State Superintendent shall appoint on or before the first Monday in May, annually, two citizens of each Normal School District in which a normal school is in operation, to act as trustees on the part of the State, with all the rights and privileges of other trustees, in the boards of trustees of the several normal schools: *Provided*, That this act shall apply to such Normal School Associations as shall accept its provisions.

A MONUMENT TO THE FOUNDERS OF OUR COMMON SCHOOL SYSTEM.

SECTION 1. *Be it enacted, &c.*, That the Commissioners of the Public Buildings and Grounds are hereby authorized and required to select and appropriate a suitable piece of ground in the public grounds of the State Capitol, for a site for a monument, to be erected by the Pennsylvania State Teachers' Association, or other persons acting therewith, to the memory of the chief founders and most distinguished promoters of the common school system of Pennsylvania.

This action of the Legislature was taken in response to the movement made by the State Teachers' Association at its meeting last summer at Williamsport. The matter should now be vigorously followed up.

INCREASED SCHOOL TERM.

The act that will mark the past session of the Legislature in the school annals of the State is the one increasing the school term from four to five months. The credit of passsing this act belongs mainly to Messrs. Warfel and Sanner, chairmen respectively of the Senate and House Committees on Education. This seems a proper place to

COUNTIES.	Whole No. of districts in County.	Whole No. of schools in County.	No. of districts having schools open less than five months.	No. of Schools in districts with schools open less than 5 mos.
Adams	27	159	8	67
Armstrong	33	246½	22	183½
Allegheny	67	720	4	17
Beaver	44	183	14	70
Bedford	27	210	23	199
Blair	21	157	6	37
Berks	49	520	25	213
Bradford	51	375	1	5
Butler	44	219	15	70
Bucks	35	254	0	0
Cambria	34	189	21	132
Cameron	7	28	2	8
Carbon	17	120	6	45
Centre	30	203	22	166
Clarion	33	177½	25	144½
Chester	67	343	0	0
Clearfield	32	158	21	123
Clinton	25	126	15	64
Crawford	61	401	8	21
Columbia	25	179	14	98
Cumberland	24	217	0	0
Dauphin	28	246	10	71
Delaware	26	116	0	0
Elk	11	49	1	6
Erie	37	353½	1	1
Fayette	32	227½	17	149½
Forest	7	35	2	14
Franklin	19	246	2	23
Fulton	12	69½	9	59½
Greene	22	174½	18	152
Huntingdon	35	206	21	133
Indiana	38	239	32	210
Jefferson	28	140	19	84
Juniata	17	102	8	54
Lawrence	19	150	1	11
Lancaster	52	526	0	0
Lebanon	15	182	0	0
Lehigh	23	271	4	43
Luzerne	68	548	15	92
Lycoming	44	264	25	143
Mercer	42	271	0	0
McKean	15	80½	2	6
Mifflin	14	99	0	0
Monroe	18	128	13	108
Montgomery	35	289	3	29
Montour	11	72	4	18
Northampton	27	248	1	18
Northumberland	28	202	16	120
Perry	29	169	21	134
Pike	11	52	4	15
Potter	28	144	8	22
Schuylkill	67	421	22	90
Snyder	16	104	16	104
Somerset	27	208½	24	198
Sullivan	12	61	10	56
Susquehanna	36	271½	1	4
Tioga	36	267½	3	12
Union	15	84	6	29
Venango	28	219	10	64
Warren	25	171½	2	10
Washington	44	284	9	43
Westmoreland	47	320	8	69
Wayne	27	209¾	6	34
Wyoming	24	93	4	19
York	45	371	20	186
Totals,	2022	14161½	550	4227½

say, also, that the friends of education throughout the State are greatly indebted to these two gentlemen for the steady hands with which they guided the school legislation during the whole session. But for them a number of vicious bills disturbing our school system would have been passed.

The following is the act increasing the school term:

SECTION 1. *Be it enacted, &c.*, That the word five shall be inserted in the place of the word four in section twenty-eight act of May, one thousand eight hundred and fifty-four, and school directors shall hereafter keep the schools of their respective districts in operation five months in the year: *Provided*, That the length of term may remain as at present, in districts where the maximum amount of tax allowed by law to be levied for school purposes shall be found insufficient to keep the schools open a greater length of time.

In order to show the effect of this act as well as to give information to the boards of directors interested, the preceding table is inserted, exhibiting, first, the whole number of districts and schools in each county; and, second, how many districts in the year 1871 kept their schools open less than five months, and how many schools there are in these districts. It will be seen that more than *one-fourth* of all the districts in the State kept their schools open less than five months, and that in these districts there are nearly *one-third* of all our schools. The increased State appropriation will do much to reconcile heavily taxed districts to this badly needed change.

ITEMS FROM LATE REPORTS.

ALTOONA.—Full schools and good progress.

BLAIR.—Small-pox has been prevailing in some parts of the county, and the Gaysport borough schools were closed one month short of the time they would otherwise have been kept open. A commodious two-story school building has been contracted for at Roaring Springs, and will be built during the coming summer.

BUCKS.—A local institute was held at Newtown, in March, which was well attended, and "the interest in the proceedings was excellent." The county superintendent was ably assisted by Prof. F. A Allen, Dr. Frank Taylor, W. W. Woodruff and E. H. Cook. Geo. Davis was also one of the lecturers. One of the sessions of the institute was devoted to the exercises connected with the formal opening of the new school building just completed at this place The new building is commodious and contains the most approved modern furniture. It cost $7,000. The Linden Female Society, at Doylestown, was opened April 2d, under the charge of H. H. Hough, A. M., and S. C. Sheip, A. M. These gentlemen are highly spoken of as educators, and this seminary promises to be a success.

CAMERON —The directors of Portage have supplied their schools with a copy of the latest edition of Webster's Unabridged Dictionary. Shippen has built a substantial school house, and supplied it with modern furniture. The teacher in Sinnemahoning district has provided himself with a well-selected library, which he keeps in his school-room. It contains many valuable and interesting works for teachers and pupils.

CENTRE.—Most of the public schools are now closing, and many of them did so with highly creditable public examinations. The different academies have opened their spring sessions under most favorable circumstances.

CHESTER.—New Garden will build a new school-house during the coming summer. The examination of teachers at Unionville was attended by a large number of spectators.

JEFFERSON.—The schools generally closed about March 1st. Brookville borough can boast of a very punctual attendance, some of the schools averaging 90 per cent. This fact is highly encouraging, and speaks well for the Brookvilllans.

JUNIATA.—An adjourned teachers' institute was held at Thompsontown on the 29th and 30th of February. The main object of this meeting was for the purpose of considering the feasibility of establishing a teachers' library. After a full discussion of the subject, the matter was postponed until the meeting of the regular institute.

The citizens manifested their interest in this meeting by being present in large numbers.

LAWRENCE.—Three local institutes were held during the month of March. The one at Wilmington continued three days. Those at New Castle and Princeton each lasted two days. Seventy-five teachers, sixteen directors and about nine hundred people were present at these meetings. The county superintendent was assisted in conducting these institutes by Profs. M. Gantz and G. W. Mays. The principals of the New Castle schools, Revs. B. M. Kerr and Robt. McHiller, were also among the instructors. These meetings are represented as creating a great deal of interest in educational matters.

LYCOMING.—The schools are generally closed. The Lycoming County Normal School opened the 15th inst. It will be free to all living within the limits of the borough of Montoursville, the place where the school is located.

PERRY —The schools of Newport borough have been closed on account of the small-pox.

NORTHAMPTON.—The schools throughout the county are more regularly visited by directors than ever before. Live district institutes are numerous. Several have been revived where they had not been held for years. The general institute held alternately in Northampton and Lehigh counties is doing a good work. Prominent among those aiding in this laudable movement are Profs. Bender, Andres and Henninger, of Weaversville Academy, F. K. Berndt, of Bath, and Messrs. Krerge, Kunkel, Remel and others, of Allentown.

SOMERSET.—The grammar-school department of Salisburg has been recently furnished with a full set of out-line maps (Mitchell's large series). They are beautiful and useful. The directors of four districts have supplied their schools with Holbrook's terrestrial globes. A general interest in improvement appears to be manifested among the citizens and directors of the county.

SNYDER.—Five new school-houses were built during the past year, and there are only ten in the county which are without out-houses. The Bible is

read in 105 schools. Through the removal to the west of Mr. I. Boggs Smith, Selinsgrove loses a good citizen and an active secretary of the school board. The schools at Shamokin Dam have been closed in consequence of the small-pox. The Freeburg Academy opened the spring term on the 2d of April. Prof. Boyer is assisted by competent instructors. The recent examination, by the county superintendent, at Freeburg, was attended by a large number of citizens, and was very creditable to the teachers and pupils.

WILLIAMSPORT.——German classes were started during the past month in five of the largest school buildings. Five hundred pupils have joined these classes, and the result is, much enthusiasm has been excited among pupils and teachers as to the study of German.

BOOK NOTICES.

SCHOOL MANAGEMENT. *By Alfred Holbrook, Principal of Normal School, Lebanon, Ohio, Author of Normal Methods of Teaching. Published by Josiah Holbrook.*

Alfred Holbrook has for a number of years been principal of a successful private normal school located at Lebanon, Ohio. This book is made up of lectures delivered to the students. There are in all twenty-one lectures, and they treat of a great variety of topics, under the general head of "School Management." We have read the book through, and are free to say that it possesses many excellencies. Its author is thoroughly independent and does not spare the abuses of the school-room, though we find them indulged in or winked at by teachers and school authorities in high places. We like his fearless criticism; and even if his blows sometime fall on undeserving heads, they will do good.

The characteristic principle of school management, as the author treats of it, may be called *attraction.* Mr. Holbrook thinks the vast majority of young people at school can be governed by training them to like good government and to love and respect the governing power; and to study by making the work of teaching them interesting and attractive. He has little faith in forced order or forced study. All fine intellectual and moral growth is self-ordered, and the only safe kind of government is self-government.

Every lecture contains practical matter of great value to young teachers. It is the result of a wide, successful and well-considered experience.

But in thus expressing our favorable opinion of the book, we are sorry to be compelled to add that the composition is sometimes faulty, and the style rough. The proof-reader has been negligent. Personal allusions and conversational liberties of speech, proper enough, used by a teacher in a familiar talk to a class, are indulged in to an extent scarcely justified by good taste. Freed from these blemishes, as we have no doubt future editions will be, and we have few more usefnl works on practical teaching. W.

POTTER & HAMMOND'S STANDARD SYSTEM OF PENMANSHIP. *In three Series: School Series, Nos,* 1 *to* 7; *Advanced Series, Nos.* 8 *to* 12; *Ladies' Series, Nos.* 13 *to* 15. *Philadelphia; Cowperthwait & Co.* 1872.

This standard series of Penmanship comes to our table looking fresh and new from its late revision just completed. The ruling and diagrams of the first books merit special mention, while the easy and attractive style of penmanship will commend the series to teachers. The following is the order of books and kind of exercises to be found in each: No. 1 contains a drill exercise upon the formation of thirteen letters, included under the *i* and *o* principles. A system of diagrams and ruling is adopted for this and the two following books, and also for No. 8, to insure correct spacing, height and slope, without destroying either the freedom of stroke or the independent writing of the pupil. No. 2 combines a drill upon the formation of the twenty-six small letters, arranged under their respective principles, with the proper manner of connecting them together in words. No. 3 exercises the pupil upon each letter of the alphabet—both small letters and capitals—systematically arranged in the formation of words. No. 4 contains further exercises for the arm, words of medium length, and short sentences, reviewing the preceding books; the principal feature of No. 5 is its arrangement in short sentences, preceded and followed by a thorough drill on single words. No. 6 contains longer sentences, preceded and followed by a drill upon single capital letters; and No. 7, a choice selection of sentences for further practice. No. 8 is the preparatory book of the Advanced Series, containing a thorough drill upon words and short sentences, systematically arranged, together with diagrams and ruling for height, spacing and slope; No. 9 contains words and sentences, with two styles of capital letters; No. 10, a selection of historical sentences, with a great variety of capital letters; No. 11, notes, drafts, bills, and other business forms; No 12 is made up of book-keeping forms, which are used in various kinds of business transactions. Of the Ladies' Finishing Series, No. 13 contains sentences and words in a fine hand; No. 14, historical sentences in a still finer hand; while No. 15 is the Ladies' Book of Forms, each copy consisting of four lines, and written in an easy, flowing manner, with various styles of capitals. †

CROSBY'S GREEK GRAMMAR. *A Grammar of the Greek Language; For the use of Schools and Colleges. By Alpheus Crosby, Professor of Greek Language and Literature in Dartmouth College.* 12 *mo. Pp.:* 475. *Forty-fourth Edition. Boston: Woolworth, Ainsworth & Co.* 1871. *Price,* $2.00.

This work, so long and so favorably known, now appears in a new dress, It has been carefully revised throughout, and has received many improvements, partly original, and partly derived from from the investigations in Greek and comparative philology which have been made, especially in Germany, during the last twenty-five years. In the preparation of this edition, it has been the author's constant endeav-

or, as he informs us in his preface, to convey more information of value to the student without increasing the size of the book, while the face of its new type is not only clearer but even larger than that of the old—in other words, to make the volume still more, according to its original plan, an easy and convenient manual for the beginner, and at the same time a copious book of reference for the more advanced student. It certainly is desirable that the student should commence his course with a grammar upon which he can rely to the end, and which he will not be obliged to change when familiarity with its pages has prepared him to use it to the greatest advantage. Among the improvements here is the constant comparison of the Latin and the Greek, constituting a peculiar feature of the book, and greatly increasing its benefit to the Latin seholar, who will thus be materially aided not only in the acquisition of the Greek, but also in the more thorough understanding of the Latin itself. Less frequent comparisons are made with other languages, ancient and modern, as the Sanskirt, German, French, Modern Greek, etc. The irregular verbs and others, which require special notice, are now arranged in an alphabetical list, so that the student can find them at once, without the delay of seeking them through an index. In the Syntax, the numbered rules have been retained, almost without change even in the numbering; while a second series of rules has been distinguished by letters. The particles have received more attention. Also, the different methods of pronunciation which prevail are placed side by side, for the teacher's choice. +

MY WIFE AND I: *Or Harry Henderson's History. By Harriet Beecher Stowe, author of "Uncle Tom's Cabin," "Minister's Wooing," etc.* 12*mo. Pp.* 474. *Cloth,* $1.75. *New York. J. B. Ford & Co.* 1872.

Mrs. Stowe takes the first place among our writers of fiction, and this, her last story, is one of her best. It was a leading attraction of *The Christian Union* during a year or more, where it appeared in serial form. The characters are sharply drawn, and interest in the plot is never lost. The representatives of the "woman's rights" movement—as a foil to the beautiful characters of Ida and Eva—are not quite so lovely as one's ideal wife or mother. The story has sold very largely since its publication, and cannot be too widely read. +

MISCELLANY.

A CELEBRATED preacher of the seventeenth century, in a sermon to a crowded audience, described the terrors of the last judgment with such eloquence, pathos and force of action, that some of his audience not only burst into tears, but sent forth piercing cries, as if the Judge himself had been present, and was about to pass upon them their final sentence. In the height of this excitement the preacher called upon them to dry their tears and cease their cries, as he was about to add something still more awful and astonishing than anything he had yet brought before them. Silence being obtained, he, with an agitated countenance and solemn voice, addressed them thus: "In one quarter of an hour from this time the emotions which you have just now exhibited will be stifled; the remembrance of the fearful truths which excited them will vanish; you will return to your carnal occupations or sinful pleasures with your usual avidity, and you will treat all you have heard 'as a tale that is told.'"

THE *Scientific American* thinks that during the past six months good, solid, healthy progress has been made in engineering. The Brooklyn pier of the East River bridge now stands seventy-two feet above mean high tide, while the caisson on the New York side has been sunk to the bottom of the river. The tunnelling at Hell Gate is going on rapidly, and the completion of the Hoosac tunnel will be reached much sooner than would have been the case but for recent additions to our means of blasting and drilling rocks. In marine engineering the compound-engine system has been largely extended. New applications of electricity to regulating large and actuating small engines have been made, and devices for increasing safety in the use of steam have been numerous. Many inventions seeking to solve the problem of canal-boat propulsion have been called into existence. Concrete building is winning its way to public favor, and important improvements have been made in the means for protecting property from fire. "In short, the past year has been one of activity and decided though unostentatious progress."

The oldest pieces of wrought-iron now known are probably the sickle blade found by Belzoni under the base of a sphynx in Karnak, the blade found by Colonel Vyse embedded in the masonry of the Great Pyramid, and the portion of a cross-cut saw exhumed at Nimrood by Mr. Layard, all of which are now in the British Museum. A wrought bar of Damascus steel was presented by King Porus to Alexander the Great, and the razor steel of China, for many centuries has surpassed all European steel in temperature and durability of edge. The Hindoos appear to have made wrought iron directly from the ore, without passing it through the stage of wrought-iron, from time immemorial, and elaborately ornamented wrought-iron of huge dimensions, are still standing in India, which date from the early centuries of the Christian era.

SIR William Jones was one of the most eminent scholars and excellent men of his day. When he was a little boy, his inquisitive disposition led him to ask a great many questions, and his good mother used to say to him, "*Read, and you will know.*" To this maxim, he confessed he owed all his knowledge gained from books.

Whene'er a noble deed is wrought,
Whene'er is spoke a noble thought,
Our hearts in glad surprise
To higher levels rise.

The tidal wave of deeper souls
Into our inmost being rolls,
And lifts us unawares
Out of all meaner cares.

How irksome is socialintercourse with a man or woman who discards the colloquial word for the provincial newspaper substitute—a practice which at present is confined to the people who make a great display of looking down on ignorance and low life, and who are always proving their superiority over the vulgar by using words which they have picked up without being able to assimilate them. Who can enjoy a chat with a man who always talks of women as *females*, and of a man as an *individual;* with whom things are never like, but *similar;* who never begins a thing, but always *commences* it; who does not choose, but *elects;* who does not help, but *facilitates;* who does not supply, but *caters*—nor buy, but always *purchase;* who calls a beggar a *mendicant;* with whom a servant is always a *domestic* when he is not a *menial*, who does not say a thing, but *states* it, and does not end, but *terminates* it; who calls a house a *residence*, in which he does not live but *reside;* with whom a place is a *locality*, and things do not happen, but *transpire;* with whom a murder is always a *tragedy*, and shocking things are *terrible to relate!* It will be a day of bad omen for the harmonizing of class interests and feelings when this affectation of a choice diction descends from the middle class to artisans.—*Saturday Review.*

READ THIS, BOYS.—A gentleman advertised for a boy to assist him in his office, and nearly fifty applicants presented themselves to him. Out of the whole number, he in a short time selected one and dismissed the rest. "I should like to know," said a friend, "on what ground you selected that boy, who had not a single recommendation." "You are mistaken," said the gentleman. "He had a great many. He wiped his feet when he came in, and closed the door after him, showing that he was careful. He gave up his seat instantly to that lame old man, showing that he was kind and thoughtful. He took off his cap when he came in, and answered my questions promptly and respectfully, showing that he was polite and gentlemanly. He picked up the book which I had purposely laid upon the floor, and replaced it upon the table, while all the rest stepped over it or shoved it aside, and he waited quietly for his turn, instead of pushing and crowding, showing that he was honest and orderly. When I talked with him I noticed that his clothes were carefully brushed, his hair in nice order, and his teeth as white as milk; and when he wrote his name, I noticed his finger nails were clean, instead of being tipped with jet, like that handsome little fellow's in the blue jacket. Don't you call those things letters of recommendation? I do, and would give more for what I can tell about a boy by using my eyes ten minutes than all the letters he can bring me."

The following statistics show the number of immigrants which arrived at the port of New York in 1871, and the countries from whence they came: England, 51,027; Ireland, 50,220; Scotland, 10,154; Wales, 1,224; Austrian and German empires, 88,601; Sweden, 10,749; Norway, 2,781; Denmark, 2,210; France, 4,245; Switzerland, 2,630; Italy, 2,309; Miscellaneous, 3,552. Total, 229,639; total in 1870, 212,170.

In 1859 there was not a mile of railroad in Minnesota. Last summer there were fully thirteen hundred miles. Now there are over fifteen hundred. By next fall there will be over two thousand.

He that thinks himself the happiest man is really so; but he that thinks himself the wisest, is generally the greatest fool.

THE CENTENNIAL COMMISSION.—At the first (preparatory) session of the National Commissioners representing the States and Territories under the act of Congress, to provide for the commemoration of the Centennial Anniversary of American Independence by an International Exhibition in Philadelphia, July the 4th, 1876, resolutions were passed adopting Fairmount Park, Philadelphia, as the site for the Exhibition; providing for plans and and estimates for buildings to furnish fifty acres of floor space; distributing the details of business to the various committees, and requesting co-operation by the Governors and organizations of the various States and Territories. The Commissioners adjourned until the 22d of May.

A French countess seized a philosopher at the supper table and exclaimed, "While they are cutting up the fowls and we have got five minutes to spare, do tell me the history of the world, for I want to know it so much."

I would rather occupy the bleakest nook of the mountain that towers above us, with the wild wolf and the rattlesnake for my nearest neighbors, with a village school, well kept, at the bottom of the hill, than dwell in a paradise of fertility, if I must bring up my children in a lazy, pampered, self-sufficient ignorance.—*Everett.*

In the Lehigh Valley there are 28 iron furnaces, whose aggregate annual product, as appears by a statement compiled for the Mauch Chunk *Coal Gazette*, is 378,000 tons. The total product of pig iron in the United States during 1871 is estimated at 2,000,000 tons. Nearly one-fifth, therefore, of the present annual product of the country is made in this one valley.

Stephen Pearl Andrews states clearly enough that "the absolutoid and abstractoid Elementismus of Being echoes or reappears by analogy within the relatoid and concretoid elaborismus." We really don't know whether to agree with him or not.

"Education is the cheap defense of nations," said Edmund Burke. Judging from the salaries paid to teachers, our rulers are determined to keep it cheap.

When the German indemnity is paid, France will have the largest national debt of any country in the world, amounting in round numbers to $4,500,000,000, or more than double the present amount of the public debt of the United States.

A London critic says that James Russell Lowell has the reputation in Great Britain of being the best writer in this country, and that he has few of prose equals in England, where his style is much admired by the ripest scholars.

One of the best definitions of inconsistency was given by a Teutonic orator at a recent town meeting near Boston. He said: "It is vonderful, shentlemen, how elastic some men are in dere brains."

A rhinoceros was lately added to a menagerie in Cincinnati, which was imported direct from the Island of Sumatra. Its original cost was $10,000 gold, and when landed at Cincinnati the costs had amounted to $11,350 currency.

The Russian Government has decided to confer officers' commissions on volunteers of the Jewish creed, on passing the prescribed examination.

New York has eight normal schools, for the support of which $150,000 are appropriated annually.

Rome, according to the recent census, has a population of 241,596.

THE school is no place for a man without principle. I repeat, *the school is no place for a man without principle.* Let such a man seek a livelihood anywhere else; or, failing to gain it by other means, let starvation seize the body, and send the soul back to its Maker as it is, rather than he should incur the guilt of poisoning youthful minds, and dragging them down to his own pitiable level. If there can be one sin greater than another, on which heaven frowns with more awful displeasure, it is that of leading the young into principles of error and debasing practice of vice.—*Page.*

Dr. Prime, in his "Travels in Japan," says: "Passing through a street and seeing some forty or fifty coppers hanging on as many nails at the front of a shop (the copper coin has a hole in the center), I inquired what they were for, and was told they were placed there by the shop-keeper to save time and trouble in answering the calls of the mendicants. When one came along he simply took a copper and passed on, never abusing the charity of the shop-keeper by taking two."

A PROVERB EXTENDED.—"Sambo, my massa always trabbel; yours ebber stay at home." "Dat berry true, Jim; but you know what de proverb say—'Rollin' stone gadder no moss.'" "No, Sambo, but it gadder polish; and dat 'ere's a qualification your massa stan' berry much in need ob."

One should not be downcast at failures. They are often far better for the student than success. He who goes to school to his mistakes will always have a good school-master, and will not be likely to become idle or conceited.

By Lord Rosse's telescope, an object 270 feet long on the moon's surface can be seen, and Baer calculates that an instrument ten times as powerful would make the man in the moon visible if he were like any other man.

Refined homes are the end of civilization. The work of all races for thousands of years is presented by the difference between a wigwam and a lady's parlor. It has no better result to show.

Do not, then, said I, my best of friends, train boys to learning by force and harshness; but direct them to it by what amuses their minds and interests them, so that you may be the better able to discern with accuracy the peculiar bent of the genius of each.—*Plato.*

There is no funeral so sad to follow as that of our own youth which we have been pampering with fond desires, ambitious hopes, and all the bright seductive berries that hang in poisonous clusters over the path of life.

There were easy ways that ran around the base of the hill Difficulty, but the name of the one was Danger, and of the other, Destruction; the only right way was straight up the hill.—*Bunyan.*

Independence Hall, in Philadelphia, was visited by 450,000 persons last year. Over 200,000 tickets to the steeple were issued.

The parent who sends his son into the world uneducated, defrauds the community of a lawful citizen, and bequeaths to it a nuisance.—*Chancellor Kent.*

The best way to train a child in the way he should go, is to go that way occasionally yourself.

The true idea of prayer is, perhaps, best expressed in the Homeric fragment:

> "Asked, and unasked, thy blessings give, O Lord,
> The evil that we pray for from us ward."

Every live teacher can recall days when it seems to him as if he were inspired; when he and his pupils seemed to be in perfect sympathy with each other; when his teaching was clear, interesting and to the point; when his pupils were all alive, and attentive, and smart. It verily seemed—and so it was—that more was done in that one hour, or that one day, than in any ordinary week.

The following suggestive and touching story is somewhere told of the great Danish sculptor, Thorwaldsen. He had just completed a masterpiece, which fully satisfied him, and perfectly embodied his grand ideal. A friend found him before it weeping, to whom Thorwaldsen, with unutterable anguish, exclaimed, "Alas, I shall never have a great idea again!"

When we are young we are slavishly employed in procuring something whereby we may live when we grow old; and when we grow old we find that it is too late to live as we had proposed.

Tom and Arthur have been reported for rudeness to their mother. A heavy step is heard on the stairs.

Arthur. I say, Tom, here comes father. I'll pretend to be asleep.

Tom.—I won't—I'll get up and put something *on.*

The future looks dangerous. The French Academy of Sciences is occupied with the question of the sun's near extinction; and a rising philosopher announces that our globe may soon be expected to explode into a mass of cinders.

In the new cemetery at Havana, in Cuba, a grand monument is to be erected in honor of Columbus, to which his remains will then be transferred from the Cathedral in which they now lie.

The influence which woman exerts is silent and still, felt rather than seen, not chaining the hands, but restraining our actions by gliding into the heart.

Patient, persistent effort will accomplish the tedious object, remembering always that education is a process of growth, and time is an essential element in it.

Nevada pays the highest salaries to her teachers of any State or Territory in the Union. Male teachers receive in that State an average monthly salary of $118.75.

Mr. Joseph Gillot, the steel-pen manufacturer, whose death was recently announced, was the owner of one of the finest private art galleries in England. It was valued at from £80,000 to £100,000.

Uncle Sam has 1,400,000,000 acres of land for sale after all his donations for the benefit of railroads, schools, colleges, etc..

It is stated that a company has been formed in Russia to build a railway from the Volga direct to India, with a terminus, probably, at Calcutta.

A dying Californian left $100,000 to the deaf and dumb asylum of San Francisco, with the remark that his beneficiaries could not talk about him after his death.

For ten years but five Greenlanders have left their icy mountains for a dwelling in more genial climes.

The best rule for jewelry is said to be "solid, plain and costly."

The State Capital at Albany will be one of the finest structures in world.

It is estimated that more than one-sixth of the inhabitants of the United States are owners of real estate.

Yale College has eighty-seven professors.

THE GIFT OF SONG.—Song is one of God's free gifts. And the development and cultivation of the human voice, in singing, is now regarded as an important branch of education, by all classes of persons who can avail themselves of the necessary means. Music, both as a science and an art, has long been taught in Prussia and other European countries, as a part of the system of public instruction. Hence the more general prevalence of musical talent among those nations than among us. But this "free gift of God" is fast coming to be the inheritance of all in our own country. In many—perhaps a majority of our schools—of all grades, singing is a part of the daily routine of exercises. Within the memory of some of us, this would have been regarded as quite out of place, in a district school, at least. In every graded school there ought to be elementary instruction and practice in music provided for all, at the public expense. It ought to be made as common and accessible as reading and writing. A half-hour a day, in each department, would be none too much. And for this, where practicable, a teacher should be secured to go from room to room, or to gather the pupils at some common place for instruction and practice.

TAKE IT EASY.

[*Thirty seconds.*] Arranged from the "Musical Gazette."

1. Take it ea - sy! life at long-est But a lengthened shad-ow is,
2. Take it ea - sy! what is hid - den, Or is wrong, or seem-eth so,

And the brave, as well as strongest, Dare not call to - mor - row his;
Leave it as a thing for- bid - den, Out of which a curse may grow;

And the brave, as well as strongest, Dare not call to - mor - row his.
Leave it as a thing for - bid - den, Out of which a curse may grow.

Take it ea - sy! for to - day All your plans of wis - dom lay;.. lay.
Take it ea - sy! nev- er pry In - to what may cause a sigh; sigh.

3 Take it easy! daily turning
To the monitor within;
|: On the altar, always burning,
Keep an incense free from sin. :|
Take it easy! never fear
While you keep a conscience clear.

4 Take it easy! ever leaning
To the side of truth and right;
|: Happiness from virtue gleaning,
Peace of mind from wisdom bright. :|
Take it easy! but at best
Make not life a sorry jest.

THE

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CONDUCTING RECITATIONS—IV.

BY PROF. WM. F. PHELPS.

IN the preceding papers of this series the preparations of the teacher were briefly considered.

But since the pupil is also an important factor in the work of the class-room, it will be profitable to refer to the preparation necessary for the latter in order to realize complete success at the recitation. The propriety of this step will be the more apparent if we reflect that the teacher himself is largely responsible for the character of the preparation made by the pupil. The child is to be taught *how to study.* He is to learn how most wisely and effectively to use his faculties. This is, indeed, one of the chief ends of school training. It is the business of the teacher to guide him in the right way. As has been before stated, the recitation is one of the leading features in all school work. Its chief object is to assist in the development of the pupil's faculties. How shall he be aided in the prosecution of his share of the needed labor? This is the question which we have now to answer, and we proceed to its solution by suggesting:

1. That, when necessary, the teacher should devote a portion of the time of each daily recitation to a survey of the subject matter of each succeeding lesson, for the purpose of anticipating the difficulties, and of indicating to the pupils how these difficulties may be the most effectually overcome by the individual exertions of each.

It is worthy of remembrance that the office of the teacher is not to remove the difficulties which confront the pupils, but rather to teach and encourage them to overcome these obstacles for themselves. There is no royal road to learning. The temple of truth is not to be reached on beds of ease. *Per aspera ad astra*—"through difficulties to the stars"—is a lesson which every child should learn. There can be no excellence without labor. Let the teacher then foresee and point out the rough places, but leave his pupils, as far as possible, to make them smooth for themselves.

To be forewarned is to be forearmed. The assistance rendered by the teacher should be of the more indirect sort. Let him, in cases of peculiar difficulty, rather refer to the principles applicable to their solution, than actually to solve them for the pupil. Self-reliance and a resolute perseverence should be inculcated at every step.

These cursory examinations of succeeding lessons should also form the occasion for referring to the connection existing between the series. *The child should be habituated to associate the ideas and attainments of to-day with those which precede and follow each lesson.* There is a vast amount of fragmentory teaching in the world. There is far too little attention given to the *cultivation of the power of association* in the work of the class-room. Isolated facts are of but little value. It is only when learned in their relation to other facts that they become a power for good. The strength of the memory depends largely upon the power of attention and of association. Hence in the preparation of the pupil for each daily lesson, let the teacher foresee that these conditions for effective work and healthful progress are fulfilled.

3. The pupil should be skillfully led to comprehend the truth that to study profitably he must master ideas rather than words, facts and principles rather than the language in which they are embodied.

The mere enunciation of this proposition is sufficient to secure the assent of every in-

telligent teacher. Theoretically, nothing can be more nearly self-evident. But in practice it may almost be said that nothing can be more rare than its realization. No one who has been a close observer of the manner in which recitations are generally conducted in the common schools, can resist the conviction, that in a vast majority of cases, the performances of the pupils are desperate struggles to recall words rather than to give intelligible utterance to the "thoughts that breathe" within them. The remedy for this great defect lies with the teacher, and it is to be effected by a proper supervision of *the preparatory work of the pupil and by a rational method of conducting the exercises of the class-room.* The teacher should, as often as may be necessary, go over the lesson which has been assigned, questioning his classes upon the subject matter and drawing out the leading ideas embodied in it to the end that their private study of it may be intelligent and not mechanical, thorough and not superficial. Although this anticipatory work may require some time, yet it will be well spent, and in the end will prove to have been true economy both of time and labor, and it will leave the pupil without an excuse for defective preparation.

3. It is a part of the necessary preparation of the pupil that he come to the recitation with a willing and teachable spirit. Such a spirit it should ever be the aim of the teacher to cultivate in his pupils. Nothing can be more opposed to real progress than obstinacy or pride of opinion in the learner. Where these exist they should be eliminated by the judicious efforts of the teacher, at every favorable opportunity, even at the expense of a mortifying exposure of the pupil's ignorance. This I have found it necessary to do as a condition precedent to effective work in the class-room. This feeling does not often occur among young children. But it is not uncommon with older pupils of the higher classes. It is entirely inconsistent with the ends and aims of school work, and its extermination is demanded by the best interests of all concerned.

The next article on the management of the recitation will close the series which I fear has already been extended beyond the patience of my readers.

THERE are about ten thousand school teachers in the State of Massachusetts, of whom nearly four-fifths are females.

SCHOOL AFFAIRS IN UTAH.

A LETTER FROM MR. W. V. DAVIS.

MESSRS. EDITORS: As affairs in this territory are now attracting considerable attention in the States in consequence of its recent application for admission into the Union as a State; and perhaps, more particularly, in consequence of certain trials now in progress of several high dignitaries in the Mormon church; I propose to give the numerous readers of the SCHOOL JOURNAL some account of the present state of education in Utah.

The Mormons, as a body, manifest very liberal opinions on most subjects. They are very fond of discussing abstract questions, and certain doctrines which many other sects seem to avoid. It is not uncommon for one of their uneducated elders to select as his theme in the tabernacle: the connection of the soul and body in man, the nature of the resurrection, the true character of heaven, the future condition of infants, idiots and imbeciles generally, or the divine approbation of polygamy, etc. Whether it is owing to the mixed character of the Mormons, as a people—composed of English, Irish, Danes, Swedes, Norwegians, etc.,—or to the profound conviction of the truth of their religious faith and belief, or to both, I know not; but it is certain that they never shun discussion, or try to conceal any of their peculiar notions or opinions. They rather invite an examination of their doctrines.

When I entered Salt Lake City, fourteen months ago, Orson Pratt, a leading Mormon, was delivering a course of lectures on Astronomy. For profound research, depth of thought, and lucid explanations, his lectures on that science will compare favorably with those of our eastern professors. The same gentleman has been lecturing for nearly three weeks on the authenticity of the Book of Mormon as compared with that of the Bible. When the Rev. Dr. Newman, of Chaplain notoriety, came to Salt Lake, about two years ago, to overwhelm the Mormons with the force of his logic, he was invited into the Old Tabernacle, and literally "used up," a phrase more expressive than elegant, by this Mormon Boanerges.

A people possessing minds so inquisitive, and such a fondness for research, must, at an early period in their history, have given their attention to education. Upon examining the laws of Utah, I find such to be the

fact. For several years they have had the same educational machinery in operation, which we now have in Pennsylvania, with the exception of our normal schools. The superintendent of common schools is engaged, at present, in introducing this element. I intend to visit Salt Lake City tomorrow, to be present at the examination of a normal class, taught during the past winter by an eastern lady, assisted by one or two of the professors of the Deseret University. I myself taught a similar class, during the same period in this city. I found the teachers, both male and female, exceedingly anxious to obtain, not only a better knowledge of the branches which they are required to teach, but also the best methods of imparting that knowledge to their pupils. I may here mention, that two members of my class walked five miles, and two others fifteen miles, every week, through snow and mud—to attend its Saturday session.

Before I could take charge of this class, I had to be examined as to my qualifications. I appeared before the county superintendent and a committee of three—appointed annually by the judge of the probate court. The superintendent was a school teacher for many years, but is now chief clerk in a mercantile establishment, doing business to the amount of half a million of dollars annually. The chairman of the committee is the superintendent of this establishment—one of its members, clerk of the court, notary public, etc., whilst the other is chief clerk in the tithing office. I must here remark that I consider this addition of the committee quite an improvement upon our Pennsylvania plan. While it detracts nothing from the fullness of the examination, it adds very much to its fairness. It imparts confidence to the teacher, and removes that despotic principle which so often appears, when one man, alone, turns the inquisitorial wheel. During my examination I found much relief in playing off the chairman against the superintendent, when a knotty question was mooted, or when I wanted a short breathing spell for reflection. Upon the whole, I approve of the *addition* and recommend its adoption in the Keystone State.

The present system of common schools in Utah is neither free nor independent. It is a sort of a cross between the free school and the private school. It is precisely the same system which prevailed in many portions of Pennsylvania whilst the law left it optional with a school district to adopt the free plan or not. I recognize here, in most school precincts, the same kind of schools which I used to see in Pennsylvania, between the years 1837 and 1854. Indeed, if I mistake not, the adoption of the system remained optional in many of our counties, until a much later period.

The following section of an act providing for the establishment and support of common schools, approved February 21, 1868, regulates the majority of the schools in Utah:

SECTION 7.—The trustees shall provide a suitable school-house or school-houses, and keep the same in repair, for which purpose they are hereby empowered to assess and collect a tax on all taxable property within their district, not exceeding one-fourth of one per cent.; should more than one-fourth of one per cent. be needed per annum to build and repair school-houses, or for other school purposes, an estimate of the approximate cost thereof shall be made by the trustees, and the rate may be increased to any sum not exceeding three per cent., as shall be decided by a vote of two-thirds of the tax-payers voting at a meeting called for that purpose, which tax shall be levied upon the taxable property in the district; and by a similar vote a tax may be assessed and collected, of any sum not exceeding one per cent. per annum, to pay teachers and furnish fuel, books, maps and other suitable articles for school purposes. The trustees shall have power to remit taxes, to prescribe the manner in which schools shall be conducted, to establish out-houses, playgrounds and other appurtenances.

This is known as the "Two-thirds law;" and, under its provisions, many good school houses have been erected, and much school property secured. In some of the districts of Weber county the schools are now in operation, by virtue of this section. I examined a school-house, this morning, in the third ward of this city. It was built about twenty-two years ago, when many Mormon children were drawn across the plains of Laramie in hand-carts. Could this building, condemned a few weeks ago as unfit for the education of the future sovereigns of Ogden, be transported to the East, or even to California, and set down beside one of our palatial school buildings, what a contrast would appear! It is built of unburnt bricks, one story high, with four small windows, judging from the sash in which one would suppose that the English tax on light obtained in Utah at the time of its erection. The door being locked, I crawled in through a rent in the wall and was surprised to find the arrangement of the old fashioned furniture similar to that now in vogue in the "Hub of the Universe!" Some poor son of Massachusetts, who had wandered to this territory in search of wealth, and who had, no doubt, been

attracted to this neighborhood by the pretended discovery of tin, being disappointed, had accepted the pedagogue's wand, and then beguiled his idle moments in getting up a miniature copy of the school-room in which he had spent his boyhood in the Bay State! As I stood, and gazed upon the broken windows and crumbling walls, and then upon the almost perfect arrangement of the seats, the old Latin line occurred to me, *Conveniunt similes aliquando dissimilesque.*

Within the last eight months, the trustees have erected, in the second ward, quite a handsome school building. It is built of bricks, stuccoed, and right with respect to the cardinal points. It is two stories in height, well lighted and ventilated, and capable of accommodating one hundred and fifty pupils. Had the Mormons the wealth to carry out their wishes in regard to the education of their children, Utah would be the teachers' El Dorado. A member of my normal class spends her leisure time in teaching her younger brothers and sisters. Her school consists of some thirty pupils! In a conversation with an aged patriarch, while discussing the advantages of polygamy, he remarked: "Why, my shoe bill amounts to a small income; but, then, it is not near so *high* as my school bill." "How many children have you, father?" I asked. "Only *thirty-four* on the pay roll," was his reply. Now my friend, Professor Hall, could soon raise half a dozen classes in music in Ogden, because the Mormons are great lovers of music, and that, too, without leaving his bailiwick; provided, he were willing to exchange music for carrots and potatoes.

The Mormon children will compare favorably with those in the States, both physically and intellectually. They evince a desire to learn, but owing to the radical defects in their present system, bad habits have been introduced, and good training neglected. A friend of mine from West Virginia has been teaching, for some months, in a district adjoining the city. He frequently calls upon me for counsel and assistance.

It is very amusing to hear him relate his experience. He lost popularity, at first, by not allowing his boys to whistle in school, and to kiss the girls as often as they felt disposed. One morning he called up a class in arithmetic, to which he had assigned a certain lesson. "Have you done these sums?" addressing the head boy, "No, sir," was the reply. "Did you try to do them?" "No, sir-ee." was the answer. "And why not?" asked the agitated Virginian. "Because, sir, I had other fish to fry," replied the youthful disciple of Joseph Smith! In the evening Mr. K. called upon me for consultation. "What *did* you do?" I asked, as soon as I could compose my risible muscles. "Nothing," he answered. "As I glanced my eye down the class I observed that every slate was empty. It was a case of stoppage." "Yes," I added, "something like that which occurs in the Pennsylvania Senate, when the two parties, being equally divided, undertake to elect a speaker." Perhaps, the Lancaster County Teachers' Institute can solve the problem, at its next session, as to what my friend should have done under the circumstances.

Again, a teacher in Utah experiences some difficulty arising from the number of half-sisters and half-brothers in his school. This affords him, however, an opportunity of studying human nature. He may have before him two pupils of the same name, somewhat alike in appearance, but differing vastly in mental capacity.

I am indebted to the kindness of the superintendent of common schools of this territory for the following statistics:

Number of male teachers	197
Number of female teachers	161
Number of boys between 4 and 16	14,434
Number of girls between 4 and 16	14,303
Number on school rolls	16,992
Average length of school term	6.9 mo.

—But, my friends and fellow teachers of Lancaster county, I can scarcely send these statements of the condition of the schools and the general condition of education in Utah without congratulating you upon the superior condition of scholastic affairs in our glorious old Keystone State. *There* you have the school head at the helm, worthy subordinates to support him, and the whole magnificent majority of Pennsylvania to second all their wise and patriotic efforts to improve the school system. Would that the same could be said of the school interests of poor Utah.

Ogden City, Utah, April 4, 1872.

THE TRANSIT OF VENUS.

BY A. C. NORRIS.

THE coming transit of Venus will be an event that will mark an era in astronomical science. As this phenomenon is expected to settle the disputed question of the sun's distance from the earth, it will be ob-

served with intense interest by astronomers.

A transit is the passage of a planet across the sun's disk. But two of the planets transit the sun, Mercury and Venus, because they are the only ones whose orbits are within the orbits of the earth. If the orbits of these planets were coincident with that of the earth, a transit would occur at some part of the earth at every inferior conjunction, as there would be an eclipse of the sun at every new moon, were the moon's orbit in the same plane as the earth's. But the orbit of Mercury makes an angle of seven degrees with that of the earth, and the orbit of Venus an angle of three and a half degrees. A transit, therefore, can occur only when the planet in inferior conjunction happens to be at or near its node. The nodes are the two opposite points in the planet's orbit, where the plane of its orbit intersects the plane of the earth's orbit.

The node months of Venus are June and December. Hence it is only in these months that transits of Venus occur. Transits of Mercury occur in May and November, at intervals varying from three and a half to thirteen years (the next will happen on May 6th, 1878), but owing to its rapid motion, distance, and other causes, it does not afford so accurate a method of determining the sun's distance as does the transit of Venus.

The last transit of Venus occurred in 1769. Although considerable effort was made by astronomers to render the observations upon it successful, owing to the inferior character of the instruments then in use the results were not satisfactory. From a careful investigation of these results, Professor Encke obtained eight seconds and fifty-seven hundredths as the value of the sun's horizontal parallax. This value, which was accepted and remained undisputed until within a few years, gave as the sun's mean distance about ninety-five millions of miles.

Within the last few years, however, various other methods have been employed to ascertain the sun's distance. Le Verrier and others, from the theory of the moon's motions, and from perturbations of the planets, obtained a greater value for the sun's parallax than that obtained by Professor Encke. By observation upon the planet Mars, a value has been deduced for the sun's horizontal parallax, equal to eight seconds and ninety-five hundredths. Again, Leon Foucault has determined, by means of careful experiments, the velocity of light on the earth's surface, and having found it to be 186,000 miles per second, astronomers are enabled to draw the following conclusions: A certain phenomenon called aberration, long known to astronomers, and measured with very great precision, is a consequence of the motion of light, and the translatory motion of the earth. Now, a certain number which geometricians call the "constant of aberration," shows that the velocity of light through space is exactly ten thousand times the mean velocity of the earth. If, therefore, these experiments of Leon Foucault are correct, it follows that the earth moves eighteen and six-tenth miles per second.

From these we can calculate the distance it travels in a year, that is, the length of its orbit, and this being obtained, the sun's mean distance is readily determined. The value obtained by this method is eight seconds and eighty-six hundredths. Again, a recent and careful re-examination by Mr. Stone of the results of the observations made during the transit of 1759, shows that the value obtained by Professor Encke is too small. In view of these facts, astronomers now believe that the true value cannot differ very much from eight seconds and nine-tenths. This gives for the sun's mean distance from the earth about ninety-one and a half millions of miles, an amount more than three millions of miles less than that obtained by Professor Encke. Thus we see there still exists great uncertainty in regard to the distance from the sun to the earth, which the next transits of Venus that will occur in 1874 and 1882 are confidently expected to remove. The exact distance to the sun is especially important, as it furnishes sufficient data in connection with the earth's diameter to enable us to determine the distance to all the other planets in our system, and forms an indispensable element in calculating the distance to the fixed stars.

Let us consider for a moment how immense the distance to the sun is. Light, although it travels at the rate of one hundred and eighty-six thousand miles per second, requires more than eight minutes to pass from the sun to us. Sound would require nearly thirteen years to pass over this distance.

If there were a railroad from the earth to the sun, a train going at the rate of thirty miles per hour, night and day, starting today, would not reach the sun till the latter part of the year 2210.

Yet this immense distance is used by as-

tronomers as a foot rule is used by mechanics. As the transit of Venus affords the best method of obtaining this distance, and as these transits occur only at long intervals, varying from 8 to 121½ years (the next three occurring in the following order: 1874, 1882 and 2004), those of 1874 and 1882 will be observed by astronomers with the greatest interest.

The transit of 1874 will not be visible in the United States. It will be seen to the best advantage in the South Pacific and Indian Oceans, whither it is proposed to send naval expeditions, accompanied by corps of scientific men. England has already appropriated £10,500 sterling toward defraying the expenses of these expeditions, and many other European governments have also taken steps to this end. Professor Henry and others of the Smithsonian Institute and Naval Observatory have presented a memorial to Congress asking for an appropriation of $150,000 to further the same end. This appropriation will doubtless be made, and the astronomers of our owh country will thus be enabled to receive a part of the honor that will belong to those who succeed in solving the difficult problem—the sun's distance.

A PRACTICAL PROBLEM.

BY H. S. JONES.

"A boy 12 years old will do more corn in one day than ten men the old way." "My son, 12 years old, harrowed 100 acres in five days—wheat, oats and corn."—*Recomendations of an improved harrow.*

THE great, busy world is calling for labor-saving and time-saving improvements, and thousands of ingenious brains are studying and experimenting in order that prompt and successful answers may be made. The amount of time and labor saved in the ordinary occupations of life, by the so-called modern inventions, is almost beyond calculation. The saving is seen stretching from the making of a pin to the building of a Pacific Railroad.

"How can time be saved?" seems to be the absorbing problem of the hour. It costs money and takes time to stop and start a railway train; invention steps up and says, "The Through Express shall not stop, let the locomotive scoop up the needed water from long tanks as it rolls along, forty miles an hour." It is done, and though only thirty minutes are gained, the train is twenty miles nearer the metropolis, and thousands of visitors have a half hour extra for business or pleasure.

Thus it is, every-day, the problem is made a necessity, and from the necessity springs the saving improvement. This problem has entered into the work of education, but it has not received the attention which it deserves, especially from those engaged in teaching the young. True, efforts are made to get "through" books in "fourteen weeks" or less, but the pupil is no more "through" than a passenger who steps off the train two hours too soon, supposing that he has arrived at his place of destination. That there is a great loss of time in methods yet common in our schools is beyond question. Let us notice some of the ways in which time is wasted.

1. *Time is wasted by putting as much effort on the easy as on the difficult.*

The writer "said his letters" hundreds of times, throwing away time on those he knew almost without teaching, while he guessed at some, stumbled over others, and stood bewildered before *b*, *d*, *p* and *q*! This is a common experience, and even in teaching the alphabet the "good old way" is still a well-beaten track by persons called teachers!

Who does not know that as a rule words that can hardly be missed are "put out" as often as those that are difficult? A lesson of thirty words, contains five liable to be missed; five-sixths of the time of the recitation is spent on work really demanding but one-sixth; the lesson is finished, but the *five*, where are they?

A reading lesson of several verses has a number of words difficult of articulation, or not plain in meaning; these words receive their numerical share of attention, and they are left as they were—stumbling-blocks to the pupil.

John is called up day after day to say the multiplication table; he knows it all but about one-sixth; he begins at "one times one" or "two times two," and runs on until he falls, when the teacher puts him on his feet again to run a similar race; the small part, not familiar, is left for future stumbling, guessing and vexation. Not long since a person said "I was considered good in arithmetic in my day, but I was never sure of the multiplication table!" James goes through decimals, spending most of his time in performing operations he was familiar with, hardly thinking about the *point* that makes the difference between decimals and whole numbers; he is called to

West Point to be sent away in disgrace. "Failed in decimals," is the report.

A class in English Grammar recites; parsing is the exercise, and excepting a few words near the close, the lesson is as easy for the class as telling the days of the week. All goes "merry as a marraige bell" until the real lesson is reached, when the teacher takes the class by the hand and the "snarl" is made straight without word or comment, for no matter how well the teacher can explain, the time is up and a new lesson must be given out for the morrow!

Children finish writing-books from number to number, making what seems true progress, but when called upon to write what they would say to another, troubles arise, for most of their practice has been on easy letters and simple combinations, as *num, rum, sum, summer*, etc.

The illustrations given are from the standpoint of the teacher, but the pupil is apt to study as he recites, hence it is not uncommon to hear pupils say: "I have studied my lesson over ten times!" "I've got my lesson." These answers show nothing but exercise in a circle; no action of the judgment, no dwelling on difficulties.

2. *Time is wasted by overlooking the necessary for the unimportant.*

At a teachers' institute a director of experience said he would be glad to have Arbitration of Exchange taken up, as it gave their teachers a great deal of trouble. One of the instructors asked him whether the scholars in advanced arithmetic could perform common business transactions, make out a bill, draw up a receipt or a note. The answer was: "They know nothing of such things, and I've scolded about it for ten years!" It was thought best to take up "home exchange" instead of "foreign," and the result proved that the *necessary* had been ignored by most of the teachers present.

Classes in geography learn the location of Smith's Sound, the bays that indent Newfoundland, Lakes Temiscaming, Meshickeman, Cape Guardafui, etc., and finish the book with this bit concerning the second city of our own country, that it is noted for the regularity of its streets and was founded by William Penn!

3. *Time is wasted by attempting too much.*

Taking lessons "over" is commonly practiced. This is caused by asking for more than can be accomplished; thus study soon becomes irksome. A teacher of some experience had a class of which he was proud; the class had thirty minutes to study and twenty to recite; lesson, Connecticut Rule in Partial Payments. Discouraged looks met the teacher; fifteen minutes were given to explanation, the subject requiring at least an hour. Of course the lesson was "taken over." Advice was asked and given. "Give something *new* at each recitation, but cut the slices *thin*. Don't attempt to have your pupils bolt long, difficult lessons; 'it's bad for the 'elth.'"

POLYGONS—NO. II.

ELIAS SCHNEIDER, A. M.

THERE is also a law, by means of which, if the chord of any arc is known, we can obtain the chord of half this arc. That is, if we have the length of one side of a polygon, this law enables us to compute the length of one side of a polygon having twice as many sides, and also to compute the area of a polygon of double the number of sides. It furnishes also the means of obtaining the approximate ratio of the circumference to the diameter of the circle, with less danger of getting errors into our calculations than there is in following the formulas given in our geometries. This formula or law, which I get from a geometrical demonstration, is the following:

$$x^4-4x^2=-a^2$$

Let a represent the length of any known chord inscribed in a circle whose radius is unity. Then will one value of x be equal to a chord of an arc having half as many degrees as are subtended by the chord a; and the other value of x will be equal to a chord of an arc having 180° minus the degrees of the arc subtended by the chord represented by the other value of x. The two values of x are always equal to two chords, whose arcs are supplements of each other.

We can substitute any chord, however small, in the place of a. Suppose we begin with the smallest chord imaginable. This will be a point and equal to zero. Then we will get only one value of x, and equal to 2. For the point having no value, the arc of half as many degrees as that subtended by (the chord minus) a point is half the circumference. Hence the value of x, in this case, is the diameter. Now substitute the diameter 2 in the place of a in the formula, and we get two values of x, each equal to $\sqrt{2}$, which is one side of a square

inscribed in the circle, one—value of x—subtending an arc of 90° below the diameter, and the other an arc of as many degrees above the diameter. Next substitute $\sqrt{2}$ in the place of a in the formula, and we get $\sqrt{2-\sqrt{2}}$ equal to one value of x and $\sqrt{2+\sqrt{2}}$ equal to the other value of x. The first value of x is equal to a chord subtending an arc of 45°, and therefore equal to one side of an octagon. The other value of x is equal to a chord subtending an arc of 180°—45°=135°. By substituting the length of one side of the octagon in the place of a in the formula, we get the length of one side of a polygon of 16 sides as one value of x, and a chord of an arc, which is a supplement of the other arc, as the other value of x. This process can be continued *ad infinitum.*

Suppose we now begin with the $\sqrt{3}$, one side of a triangle inscribed in a circle. This will give the smaller value of x equal to 1, and the other value of x equal to $\sqrt{3}$. The one value of x is one side of the hexagon and $\sqrt{3}$, the other value of x equals the chord of an arc which is the supplement of the arc whose chord is one side of the hexagon. Now substitute 1 in the place of a, and we get $\sqrt{2-\sqrt{3}}$ equal to the smaller value of x, and $\sqrt{2+\sqrt{3}}$ equal to the larger value of x. The smaller is one side of the dodecagon. If we substitute the length of one side of the dodecagon in the place of a we get one side of a polygon of 24 sides.

We can begin also with one side of the pentagon, or with the side of any other polygon. By continuing this process we get one series of values of x which diminish at every step of the progression, and another series which increase. The process continues *ad infinitum.* The last term of the infinity will give 0 as the smaller value of x, and 2 as the larger value of x. This is as it should be. For each side of every polygon diminishes in length at every operation, until we reach the point which is 0. Then the larger value of x must be 2. It must, however, be said that the point zero (0) can never be reached. For any line, whether straight or curved, however short it may be, will not be divided into two points. The two parts will be lines, longer than a point, though infinitely small.

This same law, when fully developed, reveals also the following fact in regard to the nature of polygons. Multiply the length of any side of a polygon by a number having half as many units as are in the number which expresses the number of sides in this polygon, and the product will be the area of a polygon of twice as many sides. Multiply one side of a square, inscribed in a circle, by 2 and the product will be the area of an octagon. Multiply one side of an octagon by 4 and the product will be the area of a polygon of 16 sides. This process can be continued *ad infinitum.* The multipliers form a geometrical series, whose first term is 2 and whose ratio is also 2. As the lengths of the sides of a polygon diminish, the multipliers increase. The length of one side of a polygon having 32768 sides is equal to .0001917476+. Multiply this by 16384, or by the 14th power of 2, and the product will be 3.1415926+. The length of one side of a polygon, having 2147483648 sides, is equal to .0000000029258361 5+. Multiply this by 1073741824, or by the 30th power of 2, and the product will be equal to 3.141592653. This process has no end. It may be expressed as follows: The ratio of the circumference to the diameter of the circle is equal to the product of a number less than any assignable quantity multiplied into 2 raised to a power whose exponent is greater than any assignable quantity.

Suppose we begin with $\sqrt{3}$, one side of the equilateral triangle. Multiply this by 1½ and we get the area of a hexagon. Multiply 1, the length of a side of the hexagon by 3 and we get the area of a dodecagon. Multiply $\sqrt{2-\sqrt{3}}$, the length of a side of the dodecagon by 6, and we get the area of a polygon of 24 sides. In this series of polygons, the multipliers form a geometrical series whose first term is 1½ and whose ratio is also 2. Therefore the last term of the series will be equal to the product of a number less than any assignable quantity multiplied into the last term of an infinity whose first term is 1½ and whose ratio is 2. If we begin with a polygon of 5 sides, the multipliers will form a geometrical series whose first term is 2½ and whose ratio is 2. By beginning with the heptagon the first term will be 3½. Now, since all these results will finally reach the ratio of the circumference to the diameter of the circle, and since one of the final factors, which produces this ratio is the same in all processes, namely, a number less than any assignable quantity, it must follow, that 1½, 2, 2½, 3½, 4½, 5½, and so on, multiplied each by 2 *ad infinitum,* must produce the same result. The expressions we get in each case, though mathematically true, have, however, no practical value;

they, nevertheless, demonstrate that the method heretofore pursued to obtain this ratio can never reach it. But there is no doubt in my mind of the existence of a practical expression giving this ratio. I am well aware of the fact that the modern books speak with a sneering laugh of those who spend any time at this problem. But this is merely an illustration, on a grand scale, of the very familiar fable of the fox and the grapes.

There is also a law, by means of which, if we know the length of any side of a polygon, we can compute the areas and the lengths of the sides of polygons of three times the number of sides. But this law I can not develop, because I have no means of solving these algebraic equations which come under the irreducible case, in which this law is involved.

TOBACCO.

ANY one who cares to inform himself on the subject will, by reference to any standard medical authority, find that tobacco is classed among the powerful narcotics; and, by reference to any standard dictionary of the English language, he will learn that a narcotic is a drug which benumbs the nervous system, producing, in proportion to its strength and the weakness of the person using it, stupor and sluggishness. *It lowers the vitality*, and finally brings on dyspepsia and its universal concomitant, lowness of spirits; and if used a long time, and to excess, produces serious derangements of the liver, headache and dimness of vision, and not unfrequently palpitation of the heart, ending n sudden death, which the intelligent physician or coroner then pronounces to be "a visitation of Divine Providence."

A Bavarian correspondent of one of the leading American newspapers has lately endeavored to make it appear that Baron Liebig is arrayed among the defenders of the use of tobacco, but does not venture to declare that that eminent chemist advocates its use by healthy people. He merely says that the Baron asserted, in a recent conversation, that during the late war between France and Germany, invalid soldiers manifested a great longing for segars, which, indeed, they would be very likely to do if they had previously acquired the habit of smoking, whether it was beneficial or baneful.

I have had a large experience in the classroom, and I say, without any exception, that I never knew a boy or young man who had used tobacco, in any form, long enough to allow of its taking hold of his system fairly, who led his classes, or even excelled in them. The characters of all such have been marked, so far as my experience is concerned, by inability to concentrate the mind steadily and continuously upon a given point, with a consequent lack of power to conquer knotty difficulties, and by general fickleness of purpose. These results would naturally follow from the use of a drug whose effects upon the human system are such as have been described above.

We hear ignorant and silly parents complaining, in every quarter, of the inefficiency of their sons—that they can no longer get them to apply themselves steadily to any useful pursuit—that, in spite of all the money they have expended on them, they are unable even to write a creditable business letter, or read intelligibly a passage from a favorite author, or even the morning paper—that they are inclined to spend their time in amusements that require no capacity or application of mind—in short, that they are thoroughly trifling and frivolous. Now I do not attribute these results exclusively to tobacco, for I am entirely convinced that other causes conspire to produce them, but I do assert that the almost universal use of that narcotic by the boys and young men of the present generation is one of the most efficient of the causes of this deplorable state of affairs, which are not, in my opinion, yet at their worst.

If these statements and inferences are even partially correct, I submit it to the teachers of Pennsylvania whether they are not in duty bound to present them and hold them up persistently before their schools.

Of the disgusting filth which results from the use of this drug, which renders it almost impossible for a gentleman to travel in a public conveyance without defiling his garments, and which has rendered us a by-word among the nations, I will here say nothing.

EBORACUM.

AS THE TEACHER, SO THE SCHOOL.

BY MISS MARY E. ROWLAND.

AMONG the good things we count our proverbs. Some one makes a happy remark, condenses into a few terse words the best or worst that can be said of a subject. Because of their force or aptness the words live, pass into a proverb and be-

come a benefaction for less thoughtful people, non-committal people, people whose ideas or opinions are not quite settled, or whose words do not flow freely. Have not all of us at some time found a proverb a convenient escape when our own opinion, given in our own words, would have been less politic, less safe? Because of their convenience, because we cannot be held responsible for the doctrine they advance, I think we sometimes lose sight of the truth of proverbs. Some one said once, no doubt with a reservation, not expecting his words to become a rule but giving circumstances and surroundings some influence: "As is the teacher, so is the school."

"Something is wrong in Miss A's school; things do not run smoothly; she should manage much better." We have no peculiar concern or duty in the matter, but the proverb is so handy we cannot resist at least negative abuse, so with a wise look and complacent air we hasten to cry: "As the teacher so is the school." How many of us have used the words; but how many believe them? How many of us are willing that our own school-rooms shall be taken as good photographs of ourselves? They may be better than Miss A's, but are we willing to allow that they are fair representatives of our powers of mind, strength of character, Christian graces? Are we willing to reverse the maxim and read "As you see our school-rooms, so are we?" If the proverb is true, if the school-room is a reflection of the teacher, if our failures begin with ourselves, how shall we change the picture that we may not fear its "reflection in the glass."

Is it not by giving what we require? We require self-control, control of temper. Are we ourselves above forgetfulness, above irritability? Is our anger always just, our censure judicious? We exact courtesy. Are we courteous, or do we feel that the politeness and courtesy which etiquette requires, and which we gladly show to older folks, can be dispensed with in our intercourse with the little people of the school room? We exact candor, honesty and truthfulness. Are we truthful? "You cannot deceive children," is another maxim that we are fond of repeating, but we except the children with whom we have to deal, imagining that we are artful enough to conceal, or they too innocent to perceive, our dissemblings and our shams. We exact earnestness. The inattention, heedlessness and lack of earnestness that we meet in our pupils are among our greatest grievances in the school-room. Are we in earnest? Much that passes for earnestness in our teaching is, I fear, simply refined stubbornness. A moderate amount of self-assertion is in a teacher a necessary virtue; but an immoderate amount of it is one of our besetting sins.

The authority that we have, the absoluteness of our sway, so foster our self-will that we are scarcely conscious of just how far the I-have-said-it, you-shall-do-it spirit enters into and becomes a part of our work. I marvel sometimes at the docility of our pupils, and wonder, when I utter the "thou shalt," that I have not a small insurrection on my hands instead of my peaceable, well-disposed little subjects. Our plans are laid and they shall be carried out, cost what they may in mind and body, temper and nerves. And so we ding-dong, we drill and we drum, and the children, looking coolly on and feeling that it is only self-interest or self-will, or duty, that prompts our efforts, and not feeling it just then peculiarly their duty or pleasure to receive, often allow what we say to go through their heads, but not into them. We, imagining that we are very much in earnest, wonder at our failures, and, with aching heads and aching hearts, lament our lack of success. Self-will or sense of duty is not earnestness.

Some months ago I attended one of Prof. ———'s lectures. The subject, "Parasites," was one in which I had not the slightest interest. The speaker's delivery was worse than poor, and I anticipated neither pleasure nor profit. At the close of the evening I found that for nearly two hours I had listened intently, with unwavering interest, to something I cared nothing about—had listened, not from desire, but because I was compelled to listen. The man himself was so thoroughly in love with his subject, so evidently impressed with its importance, that one lost sight of all else, and began to think, for a time at least, that trichina and ichneumon flies might be the most important things in the world. The lecture profited me little, but I counted the time not wasted, because I was taught so forcibly and effectually the power of an earnestness that comes from a thorough devotion to one's work.

Is not this the spirit which we need in the school-room? Is it not the force that will bury the annoyances, that will smooth the rough places? Can we afford to teach without the earnestness that comes through love? Can less than this give us the power that compels, the graces that entreat?

THE TEACHER FORMING CHARACTER.*

BY MISS S. M. FINCH.

THIS is one of the most important considerations involved in school-room economy; for, whether he wishes to do so or not, every teacher must exert a powerful influence on the moral, as well as the intellectual, powers of the unformed natures committed to his charge.

We believe that we can safely assert that what is included in those branches in which our certificates entitle us to give instruction is by far the least important part of what we really do teach, whether we are aware of it or not; the least important because it is always easier to correct erroneous ideas than to overcome bad habits. For example: the boy of to-day gets the idea that it would be manly to indulge in the use of tobacco, and accordingly sets about acquiring the accomplishment. Ten years hence, the first false impression will have been removed, but the habit will have entered into and become a part of his character, and to uproot it he will need a greater amount of courage and self-denial than most persons possess.

The child has, really, no character, because character is made up of habits, and the child has no fixed habits. By character, as applied to human beings, we mean that which is the combined result of nature and education, and which, to our mental perception, distinguishes one person from another, irrespective of personal resemblance. Our conception of Divinity, as manifested in human form, furnishes—even though we do not acknowledge, or even know it—our standard of perfect character.

Now, it is beginning to be understood that education does not consist in teaching the child a certain amount of arithmetic, geography, grammar, etc., but in developing the unformed character of the child into complete and symmetrical form.

The more perfect the character of the individual, the nearer he approaches to the Divine; and since God is not only infinitely wise, but infinitely good and just, it follows that we can perfect the human character only so far as we assimilate it to His, in all of these attributes. Hence the character depends upon the nature and development of both the intellectual and the moral faculties, and these faculties act upon or through the organism of the brain, this being the medium through which the soul holds communication with the external world, and takes in every impression that ministers to its growth. Whatever inclination the mind receives, especially during the formative period, will leave its impress upon the material structure of the brain, though at the same time the impression necessary to produce a mental growth in any direction, thus giving to the mind a particular inclination, must first be transmitted to it through the brain.

So closely are the spiritual and the physical elements of our being blended. Each exerts a controlling influence over the other; each exerts a moulding influence over the other; each depends upon the other for development and each mental faculty grows with that portion of the brain through which it acts. It is true that the natural susceptibility of the various faculties is the primary source of both intellectual and moral development, each human soul selecting from its surroundings that which furnishes its most congenial nutriment; but, as in extreme hunger we grow less fastidious in the selection of bodily nourishment, so the mind, in the absence of wholesome mental food, must take that which is baneful and demoralizing, for something of that which is presented to its perceptions, day by day, the growing mind *will* appropriate to itself; and, as we constantly see our own habits copied by our pupils, to a greater or less extent, we are unpardonable if we dare to enter this—I had almost said "sacred profession"—without endeavoring to make our own character, so far as possible, worthy of imitation.

Said one of my associates to me the other day: "It is amusing to see my pupils play school, as they do very often at noon and recess; the one who acts as teacher always mimics me exactly." Ah, thought I, what a lesson for us—what a text for a sermon to the profession! How dare we, by a thoughtless or unkind word or act, make an impression upon these plastic minds that no power of ours can afterward efface; yet how often we do this when our own pleasure or convenience is interfered with. Educational influences are to the mind what the soil and sunshine are to the plant; although they may not effect a radical change in kind, they exert a powerful influence upon its growth.

It is evident that no circumstances of soil or culture can transform the oak into a

* An essay read at the Teachers' Institute, held at White Haven, Luzerne county, February, 1872.

geranium, or the rose into a thistle, but neglect or want of proper nourishment may dwarf the oak; it may become deformed and unsightly, and though an oak still, it is unfitted for any useful purpose, and we look upon it regretfully and think pityingly of the strength and beauty which were its heritage. And if, beside its poor gnarled trunk, we find a violet blooming in perfection and beauty, we do not wonder at the "*singular dispensation of Providence*" but we ascribe the different results of growth to natural causes, and say that there was not sufficient sunshine, or that the soil was wanting in depth, or in the elements essential to the perfect development of the oak.

People will never cease to wonder why children, sent to the same schools and subjected to the same discipline, should differ so widely in mental and moral development; yet these same persons would not expect to see all the different plants found in a garden thrive if treated precisely alike. Human souls are being dwarfed every day by this method of culture—or rather by restrictions and rules that have for their object, not culture, but only the ease of the ignorant, indolent, or unprincipled parent or teacher.

It is undeniable that among the influences that tend to mould the character, the early surroundings and the atmosphere of home-life are to be reckoned first. Of these influences that of the parents is most powerful, because the relation of parent to child is mental as well as physical, and the parent can, if he not wisely, exert over his own child an influence he could never obtain over one who had not inherited from himself the germ of its mental growth, and an influence which, therefore, that of no teacher can ever equal. But how often it is that from the teacher must come every impulse to good which the child receives; and who can wonder if the most sanguine and earnest are almost discouraged at times, seeing the good seed they are striving to implant constantly being uprooted by the very influences that should be holiest this side of heaven.

Less than a week ago a bright-eyed boy came into my school-room one morning, crying as if his little heart were broken, because his father, in a fit of drunken frenzy, had torn up his school-book, and he feared he could get no other, and should be sent home if he came to school without one.

I had just read in Wickersham's Methods of Instruction this sentence: "The teacher has ever present with him his ideal man, whose perfections he would realize in the children committed to his care, as the sculptor would realize the pure forms of his imagination in the rough marble before him," and asked, bitterly, "*How can the sculptor realize his ideal if his work* is constantly being defaced and destroyed?"

But, as I look upon the little faces around me, and see them constantly reflecting the sad or joyous expression of my own, I try to smile upon them brightly, and speak to them encouragingly, knowing that if the plant receives sunshine only a part of the day, it is much better than if it got none at all, and it may thus be enabled to outgrow the miasmatic influence that surrounds its young life.

EDUCATIONAL PHILOSOPHERS.

PESTALOZZI AND HERBERT SPENCER.

EDUCATIONAL Philosophers may be divided into three classes, according to their views of the chief ends of life. First come the Pietists, represented by Jansenius, Spener and Franke, who would make all instruction religious. In their views, man's relation to God is the only necessary knowledge. And certainly, if, of the three great aims of life, two are to be rejected as needless or redundant, this one of man's relations to the Divinity is the one to be retained. The soul educated for God cannot be wholly strange to nature or society. The religious man must be, both rational and social—true to the teachings of science and the claims of humanity. But the solution of the problem of education cannot be completed without a comparison of all the equations essential to comprehend its conditions. The man can not be educated fully God-ward without being educated also nature-ward and man-ward. If the first great commandment is to love the Lord our God with all our heart, mind, and strength, the second is likewise, to love to a large extent, our neighbor as ourself, to love society, and to love our own souls.

Next the Pietists, will rank the schools as *Humanists* and *Philanthropists*, the former contending for the study of language and literature, the latter for the study of nature and things, but both agreeing in making it the aim of education to develop the intelligence of the individual, to lift man, in science and arts, to an intelligent mastery of nature. It is true that many propose that the fully developed manhood shall fit its

possessor both for the worship of God and the service of society, not reflecting that man is a free agent acting out his own purposes, not a mere instrument to be sharpened for other's uses, nor a dumb beast, to be reared and tamed for a driver's hand. Free agents cannot be educated successfully *for* a purpose, without being educated also *to* that purpose. It is not alone power that is required, but direction, bent, inclination; not merely steam in the boiler, but an engine to guide and a track on which to run.

Pestalozzi, the amiable enthusiast, the intentions of whose pure and benevolent heart were profounder and wiser than the speculations of other men's intellects, was the great apostle of modern educationalism. But his was the doctrine of methods rather than of aims. Catching the truth that Montaigne and Rousseau had seen afar off, —the truth that the soul has its own natural laws of growth, and that hence education must be a *culture*, and not a *creation*, Pestalozzi led teaching back to more natural methods and objects, substituting for books the common things and facts with which nature surrounds children, and in which childhood is from its natural instincts interested, he made the knowledge of nature the main aim of education. He was the Bacon of the school-room, demanding that the child should use his senses rather than his memory and imagination, and be a student of facts rather than of theories; requiring that he should rise to a knowledge of truths through the pathway of positive inductions, and should gather, by the active exercise of of his own faculties, the food for his understanding and the facts for his thought-work.

If he failed in anything, it was in a too close adherence to nature, which led him to ignore or greatly underrate the achievements of art and the accumulations of literature. He would, rightly enough, have each child begin with the simple sensations, and learn facts by perceiving them, climbing the hill of science on hands and knees, and exploring for itself the whole rugged ascent without accepting the aid of beaten paths, or trusting at all the maps and charts made by previous explorers.

The necessities of his position, and the pious and social instincts of his heart, happily forbade his overlooking the religious and social relations and duties of his pupils. But these were by no means the controlling aims of his methods. They did not give the law to his processes. And so Pestalozzianism, though a grand advance movement, is by no means the glorious acme of educational science. Another writer who has of late advanced into the list of thinkers and theorizers on educational science, with bold front and stalwart strength, demands a passing word. No English writer, within the last hundred years, has dealt with the questions of human education with such masterly grasp and such imposing strength as Herbert Spencer. And yet no book, not even Rousseau's *Emile*, is so pernicious and sophistical as his. Starting forth with the question, "What knowledge is of most worth?" he narrows it down in his answer to such as will conduce to the preservation of the individual, the perpetuation of the race, the enjoyment of life, and the well-being of society and the state. What less than this would suffice for the decent education of a dog or an ox? In his gross and dark materialism, he would reverse and mutilate the sublime theory of human life and duty given in those grand organic laws of Holy Writ—supreme love to Deity, and equal love to society and ourselves—and make self first, society second, and God nowhere, in *his* creed. Recognizing uses as the criteria of value in knowledge, and man's natural needs as the measure of these—which was only confessing under another form the destiny given to development—Spencer coolly limits these human needs to those that are selfish and social, waiving all mention of the religious and divine, and shuts out from human destiny the whole field of a fallen life. What, in less acute writers, is mere inadvertence, in so subtle and clear a thinker as this, can only be willful purpose. And so he stands self-convicted of disloyalty to the truth that revealed itself to him; and his book, which has been welcomed for his clear delineations of admitted truth, must be finally condemned for its fatal omissions of still higher truths. He has proceeded on the monstrous assumption that a child can be rightfully and completely educated while a whole section of its nature, and that the most powerful and predominant, is left untouched. As well grow an oak without soil for its roots. As well build an arch without a key-stone. It is not the play of Hamlet with the part of Hamlet left out, but a manhood with the man left out. Why, if the tailor cut your cloth into a coat, you would not dream, by dint of cunning sewing, to make it up into a hat or a pair of boots; yet what God cut out for a man, with an immortal soul and infinite destinies, Mr. Spencer would, by his educational craft, make up into a mere human animal.

I can say God-speed to those philosophers who would show us how to develop oysters into men. There might be some profit in that sort of transformation, if it did not take such an interminably long time to affect the change; but I protest against this cutting down of men into mere animals as a business that will not pay first cost. The manufactured product is not worth the raw material. Education has higher powers and a grander mission than Herbert Spencer would assign her. Another than he must arise as the prophet of her final dispensation.

Before leaving the defective theories of education, I cannot forbear to notice the defects of that common theory now generally received among us, the theory which asserts that "a full and harmonious development of the several faculties and powers of man is the great end of education." The radical deficiency of this theory is its indeterminateness. What is the full development of any faculty? Where is the type after which it is to be modeled? And harmonious development! who shall determine the relative proportions of the different powers which will constitute the harmony of those powers? What are the known quantities, in whose terms we may find the unknown? Must we not go behind and beyond this prescribed end of full and harmonious development, to seek in the divinely appointed duties and ends of human life the law which shall limit the development? What a man is to be and do, that is the line of agreement among his separate power, the key-note of their harmony. On the harmonious development theory, we simply at best construct a machine in the dark, hoping that the owner will use it for some good purpose. It is not evident that our theory is at fault? If the educator is to be a co-worker with God, for to follow nature is to co-work with God, must he not work to the same great ends — must not his pupil be in the school-room what he is in God's great household, a free agent, bound by all comprehending duties and destinies, nor a mere purposeless power, without duties and without organic aims! Is it not evident that there is a lacking element in our common statement of the problem of education? And how clear, in the light of this statement—how fatally clear—does the immense defect of our systems of public instruction appear. Ignoring the soul's great destiny, as a thing lying beyond their prescribed and lawful reach, the creation of man as among the ends to be secured by the schools, scarcely allowing it possible, or even dreaming, that education has a power beyond the mere discipline of the intellect or the prosecution of the study of science, they educate their pupils in utter and blissful ignorance, whether that education shall make them pure and high-minded men, or mere monsters in life—loyal, God-fearing citizens, or accursed rebels in the ranks of society—angels or demons in the great and eternal kingdom of the Divine. They count it neither possible nor lawful to train the soul to the uses, as well as the powers, of education. They neglect to exact any guarantees that the work of the schools shall minister certainly to the high personal and social ends for which they were established. They freight pupils' minds as argosies with gold, and send them out on the rough seas without compass or helm, to choose for themselves a port, or perchance to roam either aimless or with piratic intent, over the world. They carefully construct and polish the separate parts and materials of a most glorious manhood, but refuse to put the parts together and rivet them in place. They arm the soul with a whole ammunition cart of weapons, and drill it to their use, but forget to exact the oath of allegiance to God and Humanity. It goes forth to become, as its own untutored instincts, may prompt, or as the chances of life may determine, a soldier of society, or a rebel to duty, if not a highwayman on the roads. And so it happens that, with a school machinery which, in costliness and extent, is adequate to shape the character of the age to a most pure and beautiful manhood, and to marshal all the children of the times to useful and virtuous destinies, it still is in debate whether society is growing worse or better, whether the race is advancing or retrograding in health and happiness, and high civilization.—*Dr. J. M. Gregory in Michigan Teacher.*

PENNSYLVANIA AGRICULTURAL COLLEGE.

[We take the following statement of general principles from a recently published catalogue of the Agricultural College of Pennsylvania. They show the character and aims of the institution under its present management, and will be read with interest.—Ed.]

THE Agricultural College of Pennsylvania is a State, and not a denominational institution, the aim of which is to combine practical with theoretical culture in the higher departments of education, and especially to promote improvement in agriculture, the mechanic arts, and the application of those natural and abstract sciences which have most direct bear-

ing upon the every-day affairs of life. It is now in the thirteenth year of its history. The prospects, not only from experience, but from the solid progress thus far achieved, are such as to justify full confidence in final and early success. This college claims to have accomplished as much as any in the land toward the true purpose of its class—that of *making practical while imparting a liberal education to the working classes.* Here, farming is not an *ad captandum* branch in the catalogue, but a regular and productive pursuit of the student; chemistry is practical and analysis in the laboratory, based upon the principles of the text-book; botany is the collection and study of the plants themselves, not of their pictures; mathematics carried into the field, constitutes the practical surveyor; and so of other studies.

In both departments, therefore, the practical as well as the theoretical, it is claimed that the operations of the institution have been successful. On the one hand, the studies and mental exercises of the student in the recitation and lecture-room have been as satisfactory and his progress as substantial as if his leisure hours had been given to useless sport, aimless reading, or other and worse indulgences; while, on the other hand, by the labor of ten hours a week, on the farm or in the garden, laboratory, or other field of practical science, not only have his health of body and mind been promoted and his theoretic studies rendered practically valuable, but the work of a large farm has been performed, and its various crops have been well planted, cultured and housed.

It would occupy too much space here to set forth the minute parts of the plan by which these results have been accomplished; and as the experience of the past has rendered necessary several modifications, it is more than probable that a larger sphere of action will indicate further changes. Leaving this, therefore, to the formative control of circumstances, the following may be stated as the general fundamental principles of the educational system of this institution:

1. Intended for the benefit of the agricultural and other industrial classes, many of whose youth are backward in their educational preparation, no qualifications for admission to the preparatory department will, till further notice, be exacted beyond the acquirements of an ordinary English education; provided the applicant be fourteen years of age, with sound intellect, good health, and proper moral character. Students of more advanced age and scholarship will be admitted to the class for which they may be found qualified, on examination.

2. Certain branches of knowledge are indispensable to all, without reference to class or profession, These are: 1, The branches embraced in what is called a sound English education; 2. A knowledge of the structure and laws of health of the human body; 3. A knowledge of the constitution and government of the country; and 4. A knowledge of the great principles of man's relation to the Deity—and from the study of these no student can be exempted. But beyond these, the parent having the right to select the life pursuits of his children, their studies shall be confined to such branches and exercises as the Faculty of instruction shall deem proper in preparation therefor.

3. The usefulness of every branch of human knowledge depending less on its intrinsic nature than upon the mode of its acquisition, the art shall here be taught with the science, the practice with the theory, the use with the learning; so that what is acquired from the book or the professor may be always at hand for the actual purposes of life.

4. Some employments requiring more elaborate, and all somewhat different preparation, to meet various demands, there will be in this institution *three courses*, viz.: the Agricultural, the Scientific and the Classical, at the end of each of which a diploma will be granted to such, respectively, as shall be found proficient.

5. Elementary studies and exercises are so arranged that there is as little instruction for special pursuits as possible in the first three classes, where all are to study the rudimental branches together, diverging mainly toward particular employments in the studies, exercises and operations of the Junior year.

6. No student is to be promoted to a higher class except on merit—the design being to make good scholars and not merely to grant degrees.

7. Labor being conducive to the mental and physical health of all, especially in youth, and the culture of the earth in some form being not only the pursuit of the larger portion of the community, but that for the promotion of which this institution was mainly founded, a portion of the time of each student will be given to work, so arranged as to be without detriment to his intellectual culture. In the three lower classes, whose studies are general and rudimental, all the students will be required to labor on the farm a certain number of hours each week. But, after the Sophomore year, no farm work will be required of the students, and their hours of labor will be chiefly devoted to scientific practice in the direction of their intended life employments.

8. The act of Congress of July the 2d, 1862, which grants land-scrip to the several States for the support of Agricultural Colleges, requires that all institutions which receive the benefit of that endowment shall have for their *leading object* to give instruction in *Agricultural* and the *Mechanic Arts*, and that they shall moreover make provision for teaching the Military Tactics and Army Regulations of the United States. To meet these requirements the Agricultural College of Pennsylvania made as extensive and thorough provisions as its finances permitted, while it had no endowment, and depended for support solely upon the insufficient income arising from students' fees. It instituted thorough courses of instruction in Agriculture, in General Science, and in Military Tactics, but from want of adequate funds it could give only partial instruction in the branches relating to the Mechanic Arts. Now that the income arising from the land-scrip granted by Congress to the State of Pennsylvania has been appropriated to this College by the act of Assembly of February 19th, 1867, the Trustees are enabled to adopt the requisite measures to make the College, in all essential points, fully respond to the object and requirements of the act of Congress. To this end, they have added and made provisions for a thorough course of instruction in Mechanical and Civil Engineering, in the interests of the Mechanic Arts. It will thus be seen that the Agricultural College of Pennsylvania is now efficiently organized as a SCIENTIFIC SCHOOL of a high order in the educational interests of *industrial life.* At the same time, the trustees have kept in mind the additional requirements of Congress, that purely classical and literary studies shall not be excluded. Therefore, such provisions have been made, that while the name of the institution continues to intimate that special attention is here paid to agricultural instruction, yet our students are also afforde

opportunities for the legal, medical, and clerical professions. Accordingly, there are found upon our roll to-day the names of students who have already announced their purpose to prepare for these callings.

The Faculty have been selected with a scrupulous regard to the thorough performance of the educational work which the college has at present undertaken, and to the amount of the funds placed at the disposal of the Board of Trustees. Additions of *Professors*, of *courses of study*, and of *apparatus of instruction* will be made as they become necessary, for it is the purpose of the Board to make the College serve efficiently and in a liberal spirit the end for which it has received, from the State, the endowment granted by Congress.

9. At the time of its organization it was the purpose of the founders of the College to extend its privileges to male students only; and for twelve years lady students were excluded. Within the current year several young ladies applied for admission, and after a carefui consideration of the question the Trustees, on the 5th of September, voted to admit both sexes upon the same general conditions, It was felt that the important trust committed to the Board would not be fully administered while one half of the youth of our State were denied its advantages; and the experience of other institutions, several of them Agricultural, justified the expectations of good results from the co-education of the sexes.

Therefore, ladies are now admitted to the same courses of study as the gentleman, are subject to the same general rules, and on the completion of their studies, will receive the same certificates and degrees. Such separation of the sexes, and variation of labor for instruction and exercise as prudence dictates, will be carefully secured; but the privileges enjoyed will be equal, and the advantages derived from a residence at the College will be as great in one case as in the other.

EDITORIAL DEPARTMENT.

Pennsylvania School Journal.

LANCASTER, JUNE, 1872.

J. P. WICKERSHAM. — J. P. M'CASKEY.

CIRCULAR OF INFORMATION.

WE have received the Circular of Information "issued by the National Bureau of Education" for February, 1872. It contains reports on the systems of public instruction in Greece, the Argentine Republic, Chili, and Ecuador, with statistics of Portugal, and an official report on technical education in Italy. Extracts from it will be made hereafter.

STATE ASSOCIATION.

THE Philadelphia *Press* has the following notice of the approaching session of the Pennsylvania State Teachers' Association:

The city of Philadelphia has been selected for the associational session, for the year 1872, of the teachers of the State of Pennsylvania. The association does not contemplate, in the extension of its membership, the vocation of teaching solely, but embodies the influence of every citizen whose attention to the educational interests of the Commonwealth has given effectual aid and progress. The session will continue for three days, beginning on the 20th of August, when the teachers of public and private schools; the faculties of academies, colleges, and high schools; members of boards of education; gentlemen filling responsible editorial chairs, representing every section of the State and every diversity of educational modes and institutions, will address their energies to the discussion of urgent and prominent questions. The subjects of the co-education of the sexes and of the separation of the school fund, permanent and universal in their division, cannot evade exhaustive inquiry by the varied, personal and enlightened experience assembled. Other themes, of a relation more confined, of an effect more local, yet seeking the careful thought of the people of this city, will meet examination. The efforts, unostentatious, yet earnest and persevering, that the teachers of Philadelphia are making in furtherance of the aims and designs of the association, promise an occasion full of delight, full of instruction.

The July number will contain the announcement of railroad arrangements, which Mr. C. H. Harding is now making but has not yet completed.

We have also received from the Committee on Invitations the following circular letter which we trust each of our readers who can be present will regard as addressed personally to himself:

CIRCULAR LETTER.

A Convention of the Pennsylvania State Teachers' Association will be held on the 20th, 21st and 22d of August next, in this city, at the Academy of Music. The undersigned have been requested to issue invitations to those who have sympathy with the cause of education, both public and private, at home and abroad.

In cheerful compliance with this duty, we beg leave to invite your presence at the sessions of the Convention, assuring you that no efforts will be spared

to render them pleasing and profitable. The Association of Teachers is organized in the general interest of education, and its conventions are held with the double purpose of keeping alive and fresh in the minds of the people this branch of public and private polity, and of discussing such topics as will advance the interests of the cause.

The progressive spirit of the age demands that the structure of education shall not be allowed to stand upon the foundation already secured through the energies of its friends of fifty years, so long as there shall be need of improvement; that is to say, until the best principles of education, in all its detail, shall be found and put into practical use. The teacher's profession in this country is attaining its true position, and its members are fully aroused to a sense of its duties and responsibilities. It is well for the legislators of nations and of states, for the citizen, and alien, and all interested, to mark well this progress, and to bear in mind that upon this cause more than upon any other depends a nation's happiness and prosperity.

The late Thomas Dunlap, of Philadelphia, one of the pioneers of public education, thirty-five years ago, appealed to the people in these forcible words: "We know no barrier, we recognize no limit to the extension of our schools, until the blessings of moral and intellectual culture are tendered to every solitary pupil of every age within our State. We court, nay, we implore, the assistance of all our fellow citizens in this noblest of all objects. An ignorant peeple always has been, and always will be, a degraded and oppressed people; they are always at the mercy of the corrupt and designing. In vain shall we trust to physical strength to guard us from foreign hostility or domestic violence; to a sea coast girt with a thousand fortresses or a frontier bristling with a thousand bayonets; to armies, fleets, or military skill —if we fail to cultivate the *moral* strength of our our people, to enlighten the intellect, to purify the heart, to arouse and dignify the best feelings of our nature, and to stamp upon the character that proud feeling of independence which is founded only upon knowledge and self-respect. If we fail by education to awaken, guide and confirm the moral energies of our people, we are lost."

We repeat these truths to enlist a fuller and more earnest sympathy in that cause which the Pennsylvania State Teachers' Association seeks to elevate. We shall be pleased to have a response to this invitation, and we beg leave to say, if you have any communication, whether of suggestion or of inquiry, concerning educational topics, it will be duly placed before the Convention. With sentiments of respect, we are

Very Truly and Respectfully Yours,

EDW. SHIPPEN,
JENNIE PINDELL,
JOS. L. CAVEN,
EMMA H. CROMWELL.
} *Committee on Invitations.*

CENTENNIAL EXPOSITION.

THE report of the National Commissioner of Education contains the following timely remarks concerning the proposed Exposition in Philadelphia:

"The Exposition proposed at Philadelphia in 1876, in connection with the centennial celebration of American Independence, has suggested to the educators of the United States the opportunity that will thus be afforded for collecting and comparing the results of the great experiments in education among us. The teachers of Pennsylvania, as well as the National Association of Educators, have already passed resolutions looking to the improvement of that opportunity for a comparison of results in our own country, and with other portions of the world that may be represented. Should the generalization of results made in this office, as reported from the different parts of the country, continue to improve in value, as there now seems to be reason to expect, a fairer representation of the condition of education in the United States may justly be anticipated, than was made in the international exposition at Paris. Nothing relating to our systems of education should be purposely omitted—from the Kindergarten to the University. Model buildings and apparatus showing the best mechanical appliances in the construction and furnishing of school-houses, and in the apparatus of teaching, from the toys of the kindergarten to the fixtures of the laboratory of the chemical professor and the models and material of the technical schools, should all be so exhibited as to enable those interested in educational matters from all parts of the country, and from all parts of the world, to readily examine and compare. Text-books, maps and charts should be collected and displayed, while teachers' institutes, normal schools and kindergartens should be held, so that the best systems may be seen in actual operation.

"If this grand opportunity is rightly improved by the educators of the country it can hardly fail to be of the greatest value. The nearest and most distant community can here reap, without the slow training of experience, the best results that the older States have been able to attain, and can avoid the countless mistakes, especially in the construction of buildings, or in ventilating and heating apparatus, that have in so many cases wasted the means and thwarted the efforts of the most earnest workers.

"The Paris Exposition rudely shattered the dreams of the English manufacturers, by showing them how rapidly they were being excelled by foreign artisans; the result is shown in the vast increase of English technical and artisan schools. The truth that it pays to educate workmen was very forcibly impressed upon the English mind.

"It may be that some, even of our older communities, may find similar lessons of wisdom in this Philadelphia Educational Exposition, for constant watchfulness and effort is requisite to keep up the standard of teachers and schools.

"The whole country is interested in securing for ourselves every excellence in the method of educating its citizens, so that they may be in no respect of preparation or training inferior to those of any country in the world. Here, where education is freest, it should also be best. It were unworthy of the republic were it otherwise; yet how much remains to be done before this proud boast can be made."

EDUCATION AND CRIME.

THE following extracts are taken from the recent report of the Eastern Penitentiary. It is to be very much regretted that the authorities of the Penitentiary do not report the number of *good scholars* among the convicts. The possession of the mere mechanical elements of knowledge, reading and writing, cannot be expected to have a very marked influence on the tendency to commit crime:

The state of education on reception of the 240 prisoners was: Illiterate, 54; read only, 10; read and write, 176. That many of those who are recorded as being able to read and write do so very imperfectly is proven by the fact that of the 240 only 104 have attended school, and a number of these but for a few months, while 136 never went to school.

It is a melancholy fact that numbers of our youth are growing up in ignorance and idleness, a condition most prolific of crime, and which, too, certainly leads, sooner or later, into this or similar institutions. Are there no means by which these poor unfortunates can be reached and rescued? Cannot the State devise a remedy for the evil? It is certainly a subject for the gravest and most patient investigation for all who have the welfare of their country at heart.

The report has the following suggestive paragraph concerning the importance of an industrial education:

In close connection with education is to be found the industrial relation of our population. A great deal has been said and written from time to time about the benefits to be derived from giving every boy in the country a trade—a knowledge of some business which will secure to him the settled means of earning a livelihood. I believe that the industrial relations and pursuits before conviction, as shown in the statistical tables of the prisoners received during the last year, will convince any one, who will give the subject due consideration, of the necessity of something being done in this direction. Of the 240 received, 216 were unapprenticed; 12 were apprenticed, and left before the expiration of the term; and while 98 professed to have worked at apprenticeable trades, 12 only were apprenticed and served out their time; leaving 86 who could have spent but a few months, or at most a year or two, at their trades, a time not sufficient for them to understand them, and for them to become a means of support.

HIGH SCHOOLS IN RURAL DISTRICTS.

ONE of the most difficult practical educational problems which present themselves for solution to the school men of the day, is that which relates to the mode of providing higher instruction for the children of rural districts. Where a sufficient number of children can be readily brought to one house to form two grades, a lower and a higher one, the work of providing instruction in some of the higher branches is comparatively easy, and hundreds of schools of this character are being established throughout the commonwealth and are beginning to produce very valuable results. But this class of Graded Schools does not meet the whole want, and the question is constantly asked, Are not Central High Schools practicable in rural districts? In answer to this question, we take pleasure in presenting to our readers a letter of Superintendent Newlin's to the Editor of the Tremont *News*, showing what they are doing concerning this matter in Schuylkill county.

CENTRAL HIGH SCHOOL.

EDITOR OF NEWS.—Some time ago I read with pleasure an editorial in the *News*, on the above subject—a subject I have been laboring for the past three years to convince our directors is the next step in our educational progress. In this, however, I have met with partial success, there being now in successful operation, two Central high schools in Schuylkill county. Having but recently visited and examined these schools, I will give you a brief statement of their condition, and successful and popular working.

The first of these schools is located in the central part of Rahn township, in a fine two-story house built especially for the occasion; the lower story being used for the lower grade of pupils in that vicinity, and the upper for the Central high school. At the time of my visit this school had on roll 74 pupils—all of the Fourth and the best of the Third reader pupils from four other schools. Some of these pupils walk 3½ miles, and are among the most regular in attendance; showing that a reasonable distance is no objection to such a school where parents see its value. All the branches named on the provisional certificate are taught here at present. The school is divided into three divisions, A, B and C, and is taught by Jeremiah Foley, who receives $75 a month, for a term of ten months. This school is now in its second year.

The other school is at Ringtown near the centre of Union township, and has been in operation only

six months. The directors had so little faith in the Central high school being a success, that they only rented a room in which to make the experiment, thinking one term sufficiently long to demonstrate the impracticability of successfully establishing a school of this kind in so large a township. But the unexpected success of the school has not only made it a permanent institution, but has led the directors to put under contract a handsome two-story house for its accommodation. Pupils attend this school from six others in different parts of the township, some walking nearly four miles. Forty dollars is the salary paid to the teachers of these six schools, but the board wisely offered $65 per month for a teacher for this high school and thereby secured the services of a teacher possessing all the necessary qualifications to make the school efficient and popular. This school numbered about 60 pupils, all in the Fourth and Fifth readers, studying all the common branches, in which they were drilled thoroughly and practically. Their regular attendance fairly exhibits their appreciation of these superior advantages offered them by this intelligent school board. Heretofore, a few of the sons and daughters of the more wealthy could obtain a more liberal education elsewhere, while those of the day laborer received only a very limited knowledge of the elementary branches; now all are on the same level, and the one possessing the most mental capacity, however limited he may be in greenback ability, has it in his power to outstrip the others.

The manifestly increasing appreciation of the practical working of both these schools, as shown by the large and regular attendance of pupils, some from remote parts of the townships, has so fully established their value and necessity as to almost entirely disarm all opposition, and to convert opponents into warm supporters. This is shown in the superior conveniences now being provided for the accommodation of these schools. It is to be hoped that as juster views respecting the wisdom and economy of giving our boys and girls, rich and poor, the highest advantages possible for obtaining a good English education, prevail, less serious apprehensions will be entertained of the ultimate success of a Central high school in every agricultural and mining district in this county.

JESSE NEWLIN, *County Supt.*

Port Carbon, April 6, 1872.

NO MORE COLLEGES.

SEVERAL of our educational exchanges of recent date express the opinion that colleges are becoming too numerous in many of our States, and that the cause of liberal learning is in consequence made to suffer. Whatever may be true in this respect in other States, Pennsylvania wants no more colleges. It is far better for the interests of higher education to have a few strong colleges than many weak ones.

There have been chartered in this State at least fifty institutions, with full power to grant the usual collegiate degrees. Including the strong and the weak, the healthy and the unhealthy, some thirty of them are still alive, and the rest either never had an existence except on paper, or else that existence was one of short duration. Under these circumstances, the interests of higher education suffer among us, and many of our most promising young men seek to complete their education in the better officered, better endowed and better equipped institutions of other States. And the evil does not seem likely to grow less. Our Legislature at every session, almost without objection, grants charters to new institutions. Almost any private school with three teachers and fifty students, whatever else it may have, under our vicious system of local legislation, can obtain a college or even a university charter. It is high time some vigorous effort was made to check the evil.

We have a number of colleges in this State of which any citizen may well feel proud. They are now on a firm basis, and they are constantly increasing their facilities of instruction, and growing stronger in endowment and in number of students. Let every one of them meet with the encouragement it merits; but every true friend of education must realize that in this State, at this time, there is no real demand for more colleges.

CADET APPOINTMENTS.

IN a recent number of the JOURNAL, we took occasion to thank Hon. G. W. Schofield for his liberality in allowing all the youth of his district a fair chance to compete for the prize of cadetships in the national schools. From the following letters it will be seen that Mr. Schofield is not alone in this kind of liberality.

FROM HON. SAMUEL GRIFFITH.

WASHINGTON, March 26, 1872.

HON. W. S. GARVIN—*Dear Sir.*—As it will become necessary for me this spring to nominate a cadet to the military academy at West Point, and one to the naval school at Annapolis; and as I desire to discharge all public duties without favor or partiality, and give all the young men of my district a fair and equal chance to compete for public honors, without regard to party or condition in life, I have concluded to have a competitive examination of all applicants, at Franklin, on Monday, May 6th, and have requested George Loomis, D. D., S. M. Eaton, D. D. and Hon. John Trunkey, to act as this Examination Board on that occasion. Will you do me the favor to give the necessary notice, and request the other papers of the district to do the same? Any information desired will be given, on request, at any time.

Yours truly,

S. GRIFFITH.

FROM HON. W. MCCLELLAND.

WASHINGTON, D. C.,
March, 30, 1872.

MR. G. W. M'CRACKEN,
New Castle, Pa.

DEAR SIR: I have been notified by the Secretary of War that the appointment of the next cadet from the 24th district to the military academy at West Point, will be made upon my recommendation. In justice to the district, I have decided to place the selection of the cadet in the hands of a committee of competent gentlemen (to be selected hereafter), who will meet in Pittsburgh, at 11 A. M., May 14th, to examine all who may present themselves. This committee will examine as to physical as well as mental qualifications, and the applicant, who, in the opinion of the majority of the committee, passes the best examination, will be recommended by me. He will be expected to present himself at the annual examination at the military academy in June.

Any further information relating to this subject will be given by addressing me. Yours, etc.,
W. MCCLELLAND.

Mr. Griffith represents the 20th district, and Mr. McClelland the 24th.

EXAMINATION IN THE 9TH DISTRICT.

From the following notice cut from a Lancaster paper, it will be seen that Hon. O. J. Dickey, who represents the 9th district, has also adopted the plan pursued by his predecessor. Mr. Dickey's first appointments were made without an examination, but, it seems, he now deems it best to require one.

Hon. A. L Hayes, Edward Brooks and David Evans, County Superintendent of public schools, have been selected by Hon. O. J. Dickey, to examine candidates for the vacancies in the military and naval academies of the United States, from this Congressional district. The committee will meet for that purpose in the Library Room at the Court House, on Wednesday, May 8th, and examine all properly qualified applicants. Candidates should, prior to that time, be examined by Dr. Blackwood, Duke street, this city, as to their physical qualifications. For the military academy they must be between 17 and 22 years of age, and for the naval academy between 14 and 18, and be proficient in spelling, reading, writing, arithmetic, English grammar, descriptive geography, the history of the United States, etc., etc.

We have received no report of the examinations held as above indicated, but we have no doubt they proved satisfactory. It is hoped that the plan of selecting cadets now adopted by a number of our Congressmen will become general throughout the State and nation. The result could not fail to be beneficial in many ways.

County Superintendent J. W. Allen says in his late report: "During the past *twenty years*, no spirituous liquors have been sold by license in Potter county."

CONSTITUTIONAL CONVENTION.

THE State Teachers' Association, at the meeting held in Williamsport in August last, passed the following resolutions. It seems appropriate to call attention to them now as the matter of calling a convention to revise the State Constitution has become a fixed fact:

Whereas, It is almost certain that within the next two years a Convention will be held to revise our State Constitution, and

Whereas, Education is one among the leading interests, if not *the* leading interest in the Commonwealth, therefore

Resolved, That we respectfully ask the respective political parties to take into consideration the propriety of nominating as candidates for membership in that convention one or more educators of acknowledged ability, in order that provision may be made in the new constitution strong enough to bear the superstructure of the broadest possible educational system.

The present provisions of the Constitution are,

1. The Legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the State in such a manner that the poor may be taught gratis

2. The arts and sciences shall be promoted in one or more seminaries of learning.

Upon the first of these provisions has been based our system of common schools. The foundation is rather narrow for such a superstructure, and must be made broader. As the provision differs little from those made concerning the same subject in our State Constitution of an earlier date, it is more than likely that it was adopted without a full comprehension of what was destined to grow out of it, or be erected upon it. Under the operation of a common school system the poor are taught gratis, and, therefore, such a system is not contrary to the Constitution, and the supreme court has so decided; but a common school system goes much beyond this and makes education *free to all, rich and poor*. For this extension of authority it should have better constitutional warrant.

The provision which makes it imperative that the arts and sciences shall be promoted in one or more seminaries of learning, has remained for many years a dead letter. New life should be infused into it. Higher education needs State aid. The State should grant liberal aid to our colleges and seminaries, and a closer union should be formed among all our educational interests.

At a proper time, we shall have our word to say on the article concerning education to be embodied in the new constitution; at present, our design is simply to call attention to the subject and invite suggestions.

A FINE PRESENT

AND A SCRAP OF HISTORY.

AT the the request of Dr. Wilmer Worthington, Richard S. Smith, Esq., Executor of the Hon. Samuel Breck, has presented to the school department a large and handsomely framed engraving of this early, earnest and able friend of our system of common schools. This fine present is highly appreciated by all connected with the department, and has been hung up in a conspicuous place in the office of the State Superintendent.

In requesting Mr. Smith to furnish the engraving, Dr. Worthington states in a letter a few facts relating to Mr. Breck's connection with the establishment of our school system that ought to be generally known. To what he has said, it should be added that Mr. Breck sought an election to the State Senate for the single purpose of securing the passage of a law providing a system of common schools, and having succeeding in his object, resigned his senatorship at the end of the first year.

DR. WORTHINGTON'S LETTER.

To Mr. Richard S. Smith, Philadelphia:

DEAR SIR.—In reply to your letter of 6th of April, 1872, I may state that the picture of Mr. Samuel Breck, which you promise to furnish, is intended to be hung up in the office of the Superintendent of Common Schools at Harrisburg, where it will be seen by all the members of the Legislature, and by hundreds of other persons who annually visit that department. Mr. Breck is justly regarded as the father of our system of common schools. In the session of 1833 and 1834 he was a member of the State Senate. Upon his motion, a joint committee of both Houses was appointed, of which he was the chairman, to prepare a bill and make a report upon the subject to be submitted to the Legislature for their action. I was associated with him on the committee on the part of the House. He prepared a bill which was adopted with great unanimity by the Legislature, there being but one negative vote in the House on its final passage. This was the beginning of our school system in Pennsylvania. Of the gentlemen composing that joint committee but three are now living, viz.: Judge Thompson, now Chief Justice of the State, John Wiegand, of Philadelphia, and myself.

At the following session of the Legislature an earnest attempt was made to repeal the law. It was then that Thaddeus Stevens came to the rescue and saved the system by his eloquent and earnest appeal in behalf of general education. He always regarded this effort as the best of his public acts.

I am delighted to find you are prepared to honor the School Department by placing Mr. Breck's likeness where it ought to be. In doing this you also perform an act of justice to the memory of one so eminently entitled to our admiration and respect. You can forward it to the care of Prof. J. P. Wickersham, Superintendent of Common Schools, Harrisburg, Penna., who will take pleasure in acknowledging the same. Sincerely your friend,

WILMER WORTHINGTON

EDUCATION IN OHIO.

WE have just received the Eighteenth Annual Report of the Commissioner of Common Schools of Ohio, Hon. Thomas W. Harvey, for the school year ending Aug. 31, 1871; and we propose to make some extracts from it and to quote some of its statistics in order to show our readers what our neighbors are doing in the work of education.

The following summary embraces some of the most interesting statistical facts:

Receipts, including balance on hand from previous year	$9,610,046 50
Expenditures	$6,831,034 56
Whole number of youth of school age, between five and twenty-one	1,058,048
Whole number of districts	1,346
Whole number of school-rooms	14,186
Cost of school-houses	$1,025,077 00
Value of school-houses	$14,988,612 00
Number of school officers	39,575
Average wages of male teachers per month	$41 00
Average wages of female teachers per month	$26 00
Number of pupils enrolled	719,372
Average daily attendance	432,452

This is a very creditable exhibit. In comparison with our own State, we might remark that the expenditures for school purposes are nearly $2,000,000 less, in Ohio, than with us. Our school-houses cost us $3,386,263.51, or if we add the amount expended in Pittsburgh, omitted in our last report, about $3,444,263.51, more than three times as much as those of Ohio. Our school property is valued at $2,000,000 more than hers. We pay our male teachers just the same average salaries, but our female teachers we treat much better, paying them nearly $7 per month more than she does. We have more than 100,000 more pupils enrolled; and if we understand the matter, our percentage of attendance upon the whole number enrolled is .68, while hers is .57. We have some advantage however in the fact that our school age is from six to twenty-one, while hers is from five to twenty-one.

Ohio has no county superintendents. She examines and certificates her teachers by boards of county examiners, three in a county. There are 264 such officers in the State, "of whom," Mr. Harvey says, "136 are teachers, 45 attorneys, 23 ministers, 20 farmers, 8 physicians and 32 engaged in vari-

ous other employments." No teacher in Pennsylvania is examined except by a teacher or a board composed wholly of teachers. It is no part of the duty of boards of examiners in Ohio to visit schools, and they cannot therefore certify of their own knowledge to the degree of skill in practical teaching possessed by the teachers. Here we think this much the most useful part of the examination; or rather the most valuable part of the certificate.

Ohio has no State Normal Schools; but we learn from the report that some of the private schools give attention to normal instruction.

At the institutes for the year 7,158 teachers were in attendance, and $16,361.99 was expended in sustaining them.

The commissioner strongly recommends better provision for normal instruction, and more complete supervision of schools. But while he sees some defects in their system, and would remedy them, in one of the opening paragraphs of the report we are cheered with the following statement:

I am happy to report that the schools of the State have enjoyed a marked degree of prosperity during the year. The number of different pupils enrolled in the schools within the year, compared with the whole number enumerated, has been larger than usual; many new and convenient school buildings have been erected; the income from various sources for the support of schools has been increased; teachers' institutes have been well attended, and improved methods of teaching have been more generally used in our best schools.

LANCASTER: VOCAL MUSIC.

PROF. WM. B. HALL, the well-known vocalist, was employed some months since by the Boys' High School to give a course of lessons in vocal music. The progress of the pupils and the plan of instruction adopted by the professor were so satisfactory that the engagement was extended by the board of directors to include the two high schools and the four schools of secondary grade. Two lessons per week are given in each school, and the text-books used are those of the Boston primary grade. The instruction has been wholly of an elementary character, hardly one pupil in fifty having had previous drill in singing by note. The interest manifested by the pupils and the progress they have thus far made have been matter for surprise to even those who looked for marked results from the known skill of Prof. Hall as an instructor. We congratulate the pupils and patrons of these schools in this connection, upon the wise action of the Lancaster Board.

TOPICS OF THE MONTH.

SCRANTON dedicated a fine, new school building on Monday, April 29th. The building has all the modern improvements, and is said to be an ornament to the city.

THE NEW UNION SCHOOL-HOUSE at Warren was destroyed by fire on the 29th of April last. This building was finished last fall and cost about $23,000. It was considered one of the finest and best planned school-houses in North-western Pennsylvania.

A CORRESPONDENT in one of the Susquehanna papers speaks in very high terms of the graded school at Montrose and its principal, Mr. Berlin. He says: "The inhabitants of the town should be glad that they have such facilities for the education of their children as the graded school affords."

LANCASTER SCHOOL CENSUS.

A SCHOOL census of the children has just been completed in Lancaster city, under the direction of the Board of Directors. The following are the results:

Whole number of children in the city between the ages of six and sixteen.....4,032

Of these there were—

In public schools	2,433
In denominational schools	414
In private schools	321
Not attending school	860

The ages of the children not attending school in all the wards except one are given as follows:

Number 15 years of age, not in school	216
" 14 " " "	144
" 13 " " "	94
" 12 " " "	58
" 11 " " "	31
" 10 " " "	14
" 9 " " "	25
" 8 " " "	20
" 7 " " "	13
" 6 " " "	83
Total, exclusive of 6th ward	698
Number, age unascertained	162
	860

The taking of this school census by the School Board of Lancaster we consider an

evidence of their interest in the work of education; but we very much regret that they did not make at the same time several additional inquiries. The facts ascertained do not have any very great educational value without knowing further—

1. Whether the 860 children not now in school have attended within the last year, or the two or three last years; or, in other words, how many of them are growing up in virtual ignorance.

2. What the causes are that keep so many children out of school, whether neglect, truancy, poverty, sickness or some other cause.

True, the fact that in a city like Lancaster 860 children, between six and sixteen years of age, nearly *one-fifth* of the whole number, are attending no school whatever, is sufficiently alarming, and we have no doubt, will at once lead the board to adopt such measures as may be deemed wise to cure the evil. But when the directors come to legislate on the matter, they will realize the want of the full information which this census could have furnished with little or no additional expense. Still, the movement is a good beginning, for which we are thankful.

NORTHUMBERLAND COUNTY.

PROCEEDINGS OF TEACHERS' INSTITUTES.

WE have received a neat pamphlet of ninety-seven pages, containing the "Proceedings of Teachers' Institutes held in Northumberland County from 1850 to 1872," with brief biographies of the several county superintendents of the county, Messrs. Reimensnyder, Ulp, Haupht, Wolverton and Shipman. The work was prepared by County Superintendent Shipman and Dr. J. J. John, a school director of Shamokin borough. It is good in its design, creditable in its execution, and will be happy in its results.

We extract the following statement concerning the first meeting of teachers in Northumberland county.

The first meeting of teachers in our county, and one of the earlier ones in the State, was held at Elysburg, in 1850, some twenty-two years ago. This was two years before the PENNA. SCHOOL JOURNAL was started, and four years before the County Superintendency was created. At this date but few educational periodicals were published, no institutes or normal schools were held to prepare the teacher, and outside of some excellent academies that then existed, he had but little chance for improvement.

The teacher was then subjected to many annoyances and difficulties that do not now attend the calling. Perhaps it may be well to name some of them. The salaries were small, payments not at all prompt, the method of examination vexatious and uncertain, there was no uniformity in text-books, but, worst of all, there was no system in teaching. To remedy some of these defects a few teachers of Northumberland and Columbia counties were induced to make the following call:

TEACHERS' CONVENTION.

It has long been the earnest desire of many teachers, that an association be organized for the purpose of improving and elevating the teachers' calling. While other professions have their colleges and journals to advocate their doctrines and instruct their pupils to practice their respective branches with honor and success, the education of the teacher is almost entirely neglected. No wonder, then, that so large a portion of this class are unfit to discharge the important duties devolving upon them. They possess neither the means nor the inducements for qualifying themselves to fill the responsible station. Here, then, is *need* of *reform*. And let the teachers be the first to make an effort in this noble cause. Let them convene together, hold conventions, form associations, and adopt such resolutions as are calculated to promote the welfare of the profession. Let them try to regulate the wages, investigate the art of teaching, and examine, select and recommend such school books as meet with their approval. And in order to commence the work of reform in this region, a Convention will be held at Elysburg, on the second Saturday in April, at 1 o'clock, p. m.; which the teachers of the public schools of the several adjoining districts and counties are respectfully invited to attend.

J. J. JOHN,
GEO. W. WEST, } *Committee.*
A. J. MADISON,

Elysburg, March 29, 1850.

In response to this call about thirty teachers met in the public school at Elysburg, on the second Saturday in April, 1850, and organized by electing W. W. McWilliams, President, and J. J. John, Secretary.

The first regular county teachers' institute was held under the direction of Rev. J. J. Reimensnyder, county superintendent, in December, 1855; and the *fifteenth* was held in December last. The proceedings show that Northumberland has always had a body of live teachers.

PITTSBURGH.

THIRD ANNUAL REPORT.

THE third annual report of the Superintendent of Public Schools of the city of Pittsburgh, for the school year ending June 1st, 1871, is on our table. It is a neatly printed pamphlet of 96 pages. Some of the most valuable statistics contained in the report are the following:

Number of pupils on the rolls during the year, 13,445; average monthly enrollment, 9,167; average

daily attendance, 7,771; whole number of teachers, 218; paid for teaching, $149,930.98; total expenditure of the central board of education, $254,112.64; value of school property $1,312,500, There were open for four months 19 evening schools, taught by 43 teachers, and with an average attendance of 1,256 pupils. Five sessions of the teachers' institute were held during the year and the average attendance of members was 172. The free school for the deaf and dumb was attended by about thirty pupils.

We regret that we do not find in the statistics presented the full financial statement of the several local school boards. We have in detail the expenditures of the Central Board, but large sums have been expended by the local boards for building purposes of which we have no account. Pittsburgh does injustice to herself by this omission. She is expending money most liberally for school purposes, but the outside world is not permitted the pleasure of giving her due credit for it.

We copy as being of general interest what Superintendent Luckey has to say concerning

PRIMARY READING.

The importance of having the beginner in any branch of learning properly taught, cannot be overestimated, but in nothing else is defective teaching attended with so many evils of so serious a nature as in that of reading. We can not reason ourselves out of false tones, bad pronunciation, wrong inflections, and continued monotony of voice, as we can out of false ideas in regard to real objects. Wrong tones, expressions and pronunciations acquired in youth become almost a part of our being, and it requires continued effort and attention in after life to free ourselves from these defects of an early education.

We have, during the last three years, endeavored to impress upon the teachers the importance of correct methods in all branches of study, but more especially in that of reading, and we feel justly proud of the good results obtained.

The method of teaching the pupils the letters first has been abandoned in our schools, because the pupil in his efforts to combine the letters into words loses sight of the thought conveyed in the sentence, and of necessity becomes monotonous in his pronunciation of the words. To teach pupils to read by sound is, of course, open to the same objection. We have, therefore, adopted that method which requires the pupil to deal with printed words as the signs of things, actions and thoughts, and to acquire their names by sight, just as he acquires the names of scores of objects which constitue his nursery collection by sound, before he is aware of the existence of an alphabet. When the pupil has been taught to read simple sentences in this manner, and has learned the proper use of words, namely, to express thought, he is then carefully instructed with reference to the names and powers of the respective letters, so that he may determine the sounds of all new combinations with which he will constantly meet in his advanced course of reading, and which will in no wise interfere with his previously acquired naturalness of expression.

The little child, with its store of a dozen simple words, brings out all the force with which it is possible to clothe them, and never until he enters the school room does he use them without meaning or power. Here is work for the teacher to do, to find out and adopt methods which will retain the simplicity and force of expression which nature has given to the little child, and study to avoid that plan of teaching which causes the words to fall from the lips of the pupil naked of ideas, and meaningless of either thought or feeling.

SCHOOL GOVERNMENT.

Quietness in a school is frequently mistaken for good discipline, and young teachers very frequently make special effort to secure quietness in their schools without first placing their pupils under proper discipline. That quietness which does not result from good discipline is unnatural and injurious, inasmuch as it requires a constant effort on the part of both teacher and pupils to secure it, and the labor of the teacher produces no lasting results, but has to be repeated on each succeeding day. On the other hand, the teacher who secures quietness in his school as the result of good discipline, has, in a great measure, completed his labor in this department for the term, and can devote his time and energies entirely to giving instruction in the branches of study. We have seen scores of quiet schools where not a particle of discipline existed, and where the pupils, if called upon to analyze a sentence in grammar, solve a problem in mathematics, or read a selection, will offer a score of objections and comply only when they see in the countenance of the teacher the indications of a coming storm.

A well disciplined school is one in which the general business of the pupils is to study; where the directions of the teacher are obeyed with alacrity and promptness, and the teacher is looked upon as a friend and counselor, and not as a task-master and spy, and in which study and mental labor become a pleasure to all connected with the school.

In a quiet school, the influence of the teacher is confined simply to his presence, while the influence of the teacher over a well disciplined school is, in a great measure, the same, whether absent or present. Quietness may be, and generally is, secured in the school-room by threats and punishment, but good discipline can never be obtained by these means, for both tend to destroy the confidence of the pupils in the teacher.

It is with pleasure that we note the great progress that has been made during the last few years in all matters pertaining to school government. The barbarous severity of other years is fast giving place to a milder rule, which is in harmony with the spirit of the age in which we live. We have comparatively few teachers in our schools who govern in accordance with the customs of a by-gone age, and who refuse to move with the onward current of a more enlightened public opinion. This advance is mostly due to the almost constant agitation of the subject during the last few years; and we believe the results will be much more lasting and satisfactory than if secured by the direct action of the school authorities.

MUTE SCHOOL.

The Mute school which was opened in September, 1869, has, thus far, justified to the fullest extent the wisdom and liberality by which it was established.

To our city belongs the honor of opening the first public day school in this country, for the instruction of deaf and dumb children. There are now similar schools in Boston, Chicago and Cleveland, while efforts in the same direction are being made in a number of other cities.

During the past year the enrollment has been thirty-six and the average attendance twenty-eight. The progress of the pupils bears ample testimony to the zeal and fidelity of the teachers. The system of instruction is that of De L'Epee and Sicard, as improved by Gallaudet and his successors. It is the same as that pursued in the Pennsylvania Institute at Philadelphia, and in all the principal institutions in the country.

The school is free to deaf mute children resident in the city. Those from other districts are admitted upon the payment of twenty-five dollars per year.

PERSONAL.

REV. WILLIAM E. MOORE, for twenty one years pastor of the Presbyterian church at West Chester, has resigned his charge and accepted a call to the Presbyterian church of Columbus, Ohio. In parting with Mr. Moore, it is only just to say of him that while with us he proved himself to be one of the ablest and most earnest friends of education in the State. He served for many years in the school board of West Chester, doing much to organize the efficient system of schools now in operation in that borough. He took a deep interest in the establishment of the West Chester State Normal School, serving as President of its Board of Trustees ever since it was organized, and devoting much time to the necessary work of giving such an institution a successful start. There has scarcely been a teachers' institute held in the county for the last twelve or fifteen years that he has not attended and addressed. Such a man will be missed, not only by his congregation, who loved him dearly, not only by the immediate community in which he lived, by which he was honored for the good works he was constantly doing in their midst, but by the State at large. We cordially wish him many years of health and usefulness in his new field of labor.

To show the respect with which Mr. Moore was regarded in West Chester, it gives us pleasure to say that, as a parting gift, the scholars of the Sunday-school connected with his church gave him a silver ice-pitcher, goblet and waiter; and his personal friends, "in and outside of the congregation," presented him with a gold watch and chain, and a purse containing seven hundred and ninety dollars in money.

PROF. EZEKIEL H. COOK.

THE Newtown, Bucks county, *Enterprise* has the following highly complimentary notice of Prof. Cook, principal of the West Chester State Normal School:

Our County Superintendent brought to our borough, last week, a number of able and interesting gentleman to assist him in conducting the teachers' institute. We have heard many kind and appreciative remarks made in regard to all of them; but we hazard nothing in saying that no one gave more universal satisfaction, or was listened to with more interest than Prof. Cook, Principal of the Normal School of this district. This was Prof. Cook's first visit to our county, and it is due to him and the occasion to say that he impressed every one as an intelligent, considerate, judicious, earnest and trustworthy educator. Other gentleman who addressed the institute may have been more amusing, but no one commanded more respect, or won more fully the confidence of all.

Education is becoming a science as well as an art; and it was an interesting feature of the institute, recently held here, that there was perfect freedom of discussion. The various theories and modes of teaching and managing schools were presented, criticised and defended with an ability that arrested the attention of all thoughtful persons present, and in a spirit of sincerity and earnestness that must be productive of good results. There was some difference of opinion as there always will be in regard to such questions when men *think*. We do not pretend to decide when doctors disagree, but our experience and observation in life have taught us that the difficulties that must be met in the training of children are numerous and formidable; and teachers and parents who have looked at these difficulties, and talked them over together, getting light from each other's experiences, must be better prepared to meet them successfully than those who give them neither time, attention nor thought. The days of "keeping school" are passing away forever. In passing from this dispensation of crude hap-hazard and imprudent guessing, to what seems to be approaching the consistency of a science, there is danger of adopting theories whose true character may not be known until they have yielded a plentiful harvest of baleful consequences. In this transition period a heavy responsibility rests upon our normal schools. It gives us great pleasure therefore, to know that we have at the head of our school at West Chester a man who appreciates the responsibilities of his position and work, and who brings to the discharge of his duties not only much of the rich and varied culture of New England, but a warm Christian sympathy combined with earnestness and manly integrity.

OBITUARY.

JOHN G. MOORE.

JOHN G. MOORE, well known to the readers of the JOURNAL as one of its most regular and valued contributors, died at his residence in the city of Philadelphia, on Thursday, April 18th. His disease was consumption. He had been ill for some months, but continued to discharge his duties at his

school with great faithfulness until within a short time before his death.

Mr. Moore was born February 2d, 1834, in Sadsbury twp., Chester co., and had followed the business of teaching from his youth up. He is one of a number of talented young men who were induced by the first county superintendent of Lancaster county to make teaching a life-work. Thus persuaded, he was among the first students who attended the Normal School at Millersville, where after several years of most faithful study he graduated, in 1858, with high honor. Soon after graduating he married Miss E. McV. Budd, a teacher in the institution, and settled in Philadelphia as first assistant in the Friends' High School. He continued to teach in this school for some ten years, and then became principal, in connection with Mr. George Eastburn, of Hollowell Seminary, which was in a highly flourishing condition at the time of his death.

Mr. Moore was a skillful teacher, but, in the language of a correspondent who knew him well and appreciated his labors, "it was chiefly as a lecturer on scientific subjects that he pre-eminently excelled. His numerous lectures at teachers' institutes and high schools and seminaries throughout the country bear witness to the success he attained in this field. His lectures before the Franklin Institute, in Philadelphia, were well received by intelligent audiences and highly spoken of by the press." The articles he wrote for this JOURNAL were of a scientific character, and we have reason to know that our readers appreciated them.

The friends of Mr. Moore who were about him during his last months say that his close application to the duties of his school and to study out of school hours, tended to impair his health. He forgot himself in the interests of science, and toward the close of his life seemed ever willing to barter all his remaining strength for a new fact or a new truth. The grave does not end a life thus lived, and our faith is that the freed spirit can now revel with ever-increasing delight in a world of truth so pure, and a world of beauty so rich, that human conception cannot realize it.

OFFICIAL DEPARTMENT.

DEPARTMENT OF COMMON SCHOOLS,
HARRISBURG, June, 1872.

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Kutztown, commence at 1 P. M. Monday, June 17th, and continue on Tuesday.

Millersville, commence at 1 P. M. on Monday, July 1st, and continue on Tuesday and Wednesday.

The board of examiners at Mansfield will consist of the State Superintendent or Deputy, Principals Horne and Verrill, and Superintendents Tilden and Keeney. Official visitors, the Superintendents of the city of Williamsport and of the counties of Wyoming, Sullivan, Lycoming and Tioga.

The board of examiners at Edinboro' will consist of the State Superintendent or Deputy, Principals Verrill and Cooper, and Superintendents Jones and Aiken. Official visitors, the Superintendents of the cities of Meadville and Titusville, and of the counties of Mercer, Venango, Crawford and Erie.

The board of examiners at Bloomsburg will consist of the State Superintendent or Deputy, Principals Brooks and Hewitt, and Superintendents Burns and Bell. Official visitors, the Superintendents of the counties of Dauphin, Northumberland, Columbia, Montour, Union, Snyder, Perry and Juniata.

The board of examiners at Kutztown will consist of the State Superintendent or Deputy, Principals Hewitt and Horne, and Superintendents Newlin and Buehrle. Official visitors, the Superintendents of the city of Reading and the borough of Pottsville, and the counties of Berks and Lehigh.

The board of examiners at Millersville will consist of the State Superintendent or Deputy, Principals Cook and Brooks, and Superintendents Shelly and Shaub. Official visitors, the Superintendents of the counties of Lebanon and York.

It will be remembered that no pupil can be passed without receiving *four* affirmative votes.

To facilitate the work of examination and make it as satisfactory as possible, it is suggested

1. That the classes, especially when large, be broken up into sections, and each section be examined by itself. Principals of schools will provide rooms accordingly.

2. That the examinations be strictly private, no person being admitted except the members of the Faculty, the Board of Trustees of the school whose students are undergoing examination, and invited guests.

3. That the voting be done by ballot.

NOTICE TO DIRECTORS.

INCREASE OF SCHOOL TERM.

IN levying their taxes and making their arrangements for the incoming school year, boards of directors in districts where the schools have been kept open heretofore only four months, should remember that the minimum school term has been increased to five months, except in districts where the school tax is already thirteen mills on the dollar or where a tax of thirteen mills for

school purposes will not keep the schools open five months.

This increase of school term will affect more than one-fourth of all the school districts in the State. The length of the school term in these districts has heretofore been less than five months. It must now be increased to that length of time unless it requires a school tax of more than thirteen mills on the dollar, which is not the case in a large number of districts. County superintendents should call the special attention of boards of directors interested to this matter, lest the State appropriation shall be lost from neglect.

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884	Maria C. Thompson...	Gettysburg, Adams co,
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886	Daniel Shelly.....	Shiremantown, Cumb. "
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TO NEWLY ELECTED SUPERINTENDENTS.

THE law requires all superintendents to take an oath of office before entering upon their duties, a copy of which must be placed on file in this office.

Newly elected superintendents should carefully inform themselves with reference to our school laws, and they will find it almost indispensable to make themselves acquainted with the matter published in the Official Department of the SCHOOL JOURNAL during the last three years.

One of the first duties that superintendents will have to discharge is, to receive from school officers their annual district reports and certificates, and, if found correct, to approve and forward them to this Department. They should be approved in the following form across the top of the papers when folded, as follows:

Received.....1872.
Approved.....1872.
Forwarded.....1872.
(Signature.)

For further information under this head Superintendents are requested to consult the Official Department in the May number of the SCHOOL JOURNAL.

TO PRINCIPALS OF SOLDIERS' ORPHAN SCHOOLS.

COPIES of the following letter have been sent to the Principals of the several Soldiers' Orphan Schools throughout the State. If the youth selected as the recipients of this benefaction be deserving and well qualified, the State will be well repaid for her generosity. Principals of Soldiers' Orphan Schools can hold out the privilege of a free scholarship at a State Normal School as a reward of merit, in conduct and scholarship:

HARRISBURG, May 19, 1872.

Principal Soldiers' Orphan School at ———.

DEAR SIR:—Under an act of the recent legislature, I propose to place, near the first of September next, about fifteen soldiers' orphans, of proper age and qualifications, in the State Normal Schools with the design of training them for teachers.

My purpose in writing is to ask you to make this fact as widely known among those who are and who have been pupils at your school as may be practicable, and report to this department from time to time the names of such competent persons as may desire to avail themselves of the opportunity so generously afforded them by the State, of preparing for a nobler profession. All names sent in should be accompanied with testimonials of scholarship, character and fitness. The conditions on which pupils will be admitted into the normal schools on this foundation are the following:

1. They must be over sixteen years of age.
2. All their expenses for boarding, tuition and text-books will be paid. Any other expenses they must pay for themselves.
3. They must agree to remain at school for at least one year.
4. They must agree to be directed in their studies by the Faculty of the school to which they are sent, and by this department.

Very respectfully,
J. P. WICKERSHAM,
Superintendent.

ELECTION OF SUPERINTENDENTS.

THE election of school superintendents took place throughout the State on Tuesday, the 7th of May. The event created an unusual degree of public interest. The conventions of directors were in general largely attended; and, it is believed, an honest effort was made in most places to secure the best man for the office without regard to extraneous considerations. If this was not done, it was from a want of knowledge, not from a want of good intention. On the whole the Department is well satisfied with the selections. Enough, however, is known of the manner in which the election was conducted in several counties to

school with great faithfulness until within a short time before his death.

Mr. Moore was born February 2d, 1834, in Sadsbury twp., Chester co., and had followed the business of teaching from his youth up. He is one of a number of talented young men who were induced by the first county superintendent of Lancaster county to make teaching a life-work. Thus persuaded, he was among the first students who attended the Normal School at Millersville, where after several years of most faithful study he graduated, in 1858, with high honor. Soon after graduating he married Miss E. McV. Budd, a teacher in the institution, and settled in Philadelphia as first assistant in the Friends' High School. He continued to teach in this school for some ten years, and then became principal, in connection with Mr. George Eastburn, of Hollowell Seminary, which was in a highly flourishing condition at the time of his death.

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One of the first duties [illegible] dents will have to [illegible] from school officers [illegible] ports and certificates [illegible] to approve and [illegible] partment. The [illegible] following form [illegible] when folded,

Received.....

Approved.....

TO PRIN[illegible]

COPIES of the following [illegible] sent to the Pennsylvania [illegible] Soldiers' Orphans' Schools [illegible] State. If the youth [illegible] of this benefaction [illegible] qualified, the State will [illegible] her generosity. Pennsylvania [illegible] phan Schools can [illegible] a free scholarship [illegible] as a reward of merit [illegible] arising:

[illegible]

Pennsylvania Soldiers' Orphans' School, [illegible]

Dear Sir:—Since my [illegible] tion, I moved [illegible] meet other [illegible] qualifications [illegible] design of making [illegible] By request [illegible] for a scholarship [illegible] have been [illegible] life, and [illegible] to avail himself [illegible] [illegible] ld at [illegible] Lay- [illegible] Dony [illegible] rofs. L. [illegible] h were [illegible] ied only [illegible] owing to [illegible] institute [illegible] was visited [illegible] month of [illegible] sub-districts [illegible] school-house, [illegible] 9th, with ap- [illegible] at Warren bor- [illegible] 29th. Wages of [illegible] ear. This is to be [illegible] month of April [illegible] e primary schools. [illegible] siderable number of [illegible] ve general satisfaction.

[illegible] and sharp, the toned paper pleasing to the [illegible] the book a treasure that will not disappoint.

[illegible] W AMERICAN PRONOUNCING SPELLER. *Of E. H. Butler & Co's New American Series.* 12*mo.* *Pp.*: 132. *Price*, 30 *cents.* *Philadelphia: E. H. Butler & Co.* 1872.

The feature of *pronunciation*, as the title would indicate, is all the while kept prominent. Teachers themselves much too often mispronounce words, and their blunders are perpetuated through their pupils. But with a speller such as this, and the marks indicating the sounds of the letters properly understood by the pupil, this unfortunate result of the teacher's ignorance or carelessness may in good measure be avoided. The first part of the book gives a series of

justify the assertion that the whole proceedings were disreputable. It is painful to be compelled to believe that any man holding the position of school director, acting as the guardian of innocent little children, could be induced to barter away his vote for a pecuniary consideration or an official favor; and the fact brings with it still more pain that the base arts of the lowest grade of politicians are beginning to find their way even into the office of school superintendent. This Department is in receipt of letters from several counties signed by responsible names relating instances in which the expenses of directors were paid, money given them for their time and for the service rendered, promises made to give certificates to their sons or daughters or find situations for them, by the candidates for whom they cast their votes. Extracts from these letters will probably be published in the next number of the JOURNAL. All they contain may not be true; but they evidently contain enough of truth to alarm right-minded citizens and to prompt official inquiry.

We give below the list of superintendents elect as returned to this Department, adding address, number of schools and salary, old and new. Several of these returned are ineligible, and objections have been filed against several others. When commissioned a revised list will be published.

LIST OF COUNTY SUPERINTENDENTS.

County.	*Name.*	*Post-office.*	*No. of School*	*Old Sal'y*	*New Sal'y*
Adams	Aaron Sheely	Gettysburg	159	$ 800	$ 800
Allegheny.	A. T. Douthett	Pittsburgh	533	2000	3000
Armstrong	A. D. Glenn	Eddyville	246½	1000	1000
Beaver	Martin L. Knight.	Industry	183	1200	1200
Bedford	Henry W. Fisher.	Bedford	210	1000	1000
Berks	David B. Brunner	Reading	408	1250	1800
Blair	John B. Holland	Newry	134	1000	1000
Bradford	Austin A. Keeney	Towanda	375	1000	1000
Bucks	Hugh B. Eastburn	New Hope	254	1000	1270
Butler	R. H. Young	Coultersville	219	1000	1000
Cambria	Thos. J. Chapman	Ebensburg	189	1000	1000
Cameron	Jos. B. Johnson	Emporium	28	1000	800
Carbon	R. F. Hofford	Lehighton	120	1100	1200
Center	R. M. Magee	Bellefonte	203	1200	1200
Chester	Hiram F. Pierce.	Oxford	343	1700	1500
Clarion	J. E. Wood	Knox	177½	1500	1200
Clearfield	Geo. W. Snyder	Clearfield	158	1200	1200
Clinton	Martin W. Herr	Salona	126	1200	1000
Columbia	Wm. H. Snyder	Catawissa	179	1000	1000
Crawford	Jas. C. Graham	Meadville	366	1500	1716
Cumberl'd	D. E. Kast	Mechanicsb'g	217	1000	1000
Dauphin	D. H. E. La Ross	Hummelst'n	196	1000	1000
Delaware	Jas. W. Baker	Media	90	1000	1600
Elk	Rufus Lucore	Early	49	600	1000
Erie	C. C. Taylor	Waterford	301½	1000	1200
Fayette	Joshua V Gibbons	Brownsville	227¼	800	1000
Forest	S. F. Rohrer	Marionville	35	800	800
Franklin	Jacob S. Smith	Brown's Mill	246	1200	1000
Fulton	H. H. Woodall	New Granada	69½	1000	800
Greene	Thomas J. Teal	Rice's Landg	174⅓	1000	1000
Hunting'n	R. M. McNeal	Hubersville	206	800	1000
Indiana	Samuel Wolf	Indiana	239	1000	1000
Jefferson	James A. Lowry	Punxutawny.	140	1000	1000
Juniata	D. E. Robinson	Port Royal	102	800	800
Lancaster.	B. F. Shaub	Strasburg	526	1700	1700
Lawrence.	William N. Aiken	New Castle	150	1000	1200
Lebanon	Wm. G Lehman.	Lebanon	182	1200	1200
Lehigh	James O. Knauss	Allentown	224	1300	1300
Luzerne	Wm. A. Campbell	White Haven	450	2000	2000
Lycoming	Thomas F. Gahan	Montoursvill'	217	1500	1200
McKean	W. H. Curtis	Southport	80½	1261	1000
Mercer	N. W. Porter	Mercer	271	1000	1500
Mifflin	John M. Bell	Milroy	99	800	800
Monroe	Jer. Fruttchey	Stroudsburg	128	600	1000
Mtgomery	Abel Rambo	Trappe	281	1200	1200
Montour	William Henry	Pottsgrove	72	800	800
Northamn	Ben. F. Raesly	Mt. Bethel	213	1000	1200
Northumd	Saul Shipman	Sunbury	202	1000	1000
Perry	George C. Welker	Liverpool	169	500	700
Pike	John Layton	Dingm's Fer.	52	600	800
Potter	J. W. Allen	Coudersport	144	1000	1300
Schuylkill	Jesse Newlin	Port Carbon	383	2000	2500
Snyder	William Noetling	Selinsgrove	104	500	500
Somerset	Daniel W. Will	Glade	208½	800	850
Sullivan	John W. Martin	Dushore	61	800	800
Susque'ha.	Wm. C. Tilden	Forest Lake	271¼	1000	200
Tioga	Elias Horton, Jr.	Knoxville	267½	1250	1750
Union	A. S. Burrowes	Mifflinsburg	84	800	1800
Venango	W. J. McClure	Petrol'm Cen.	219	1500	500
Warren	Byron Sutherland	Columbus	171½	1000	1000
Washingtn	William G. Fee	Canonsburg	284	1000	1000
Wayne	D. G. Allen	Prompton	210	1000	1200
Westmorld	Henry M. Jones	Sal'm x Roads	320	800	1500
Wyoming	Thompson Bodle.	South Easton	93	500	[illegible]
York	William H. Kain.	York	345	1500	1800

Of the sixty-five gentlemen whose names appear in the above list, thirty-eight served in the office of superintendent during the past term, and several others during preceding terms. About twenty-five will be entirely new to the office. Among those who go out of office there are those who have discharged their duties with great faithfulness, and the school interests of the State will suffer a loss in their retirement.

Twenty-three counties have increased the salaries paid their superintendents, and nine have diminished them. The aggregate increase is $5,725. The same inequalities in salaries that have been complained of heretofore still continue. Some superintendents are paid several times as much for the work they are required to do as others. This is unjust and tends to weaken the influence of the office. The necessity seems plainer than ever that some adjustment of the matter should be made by the Legislature.

CITY AND BOROUGH SUPERINTENDENTS.

City or Bor.	*Name.*	*Post Office.*	*No. of School*	*Old Sal.*	*New Sal.*
Allentown	R. K. Buehrle	Allentown	47	1200	1500
Altoona	John Miller	Altoona	23	750	1000
Carbond'e	Matthew G. Neary.	Carbondale	10		200
Chester	A. A. Meader	Chester	26	1500	1400
Easton	W. W. Cottingham.	Easton	35	1700	1700
Erie	Henry S. Jones	Erie	52	1800	2000
Harrisb'g.	Daniel S. Burns	Harrisburg	50	1300	1500
Lebanon	T. Nitrauer	Lebanon	38		600
Lock Hav.	A. W. Raub	Lock Haven	16		700
Meadville.	Geo. W. Haskins	Meadville	22	2000	1800
Norristo'n	Joseph K. Gotwals.	Norristown	29		1200
Pittsburgh	Geo. J. Luckey	Pittsburgh	187	2500	3000
Pottsville.	B. F. Patterson	Pottsville	38	1500	1500
Reading	Thomas Severn	Reading	112	1200	1200
Scranton	Joseph Roney	Scranton	47	1800	2000
Titusville	Henry C. Bosley	Titusville	13	2500	2500
Wilkesb're	Chas. J. Collins	Wilkesbarre	28	1800	2000
Williams't	John F. Davis	Williamsp't.	47	1400	1000
York	W. H. Shelly	York	26	1800	1800

The increase in the total of these salaries is $4,050.

Not counting Philadelphia, there are wenty-six cities and boroughs in the State ntitled to elect superintendents of their wn under the law. From the returns reeived, it appears that eighteen of these lected superintendents on the seventh of May. No certificate of election has been eceived from the city of Reading, but it is nderstood that the old superintendent was lected at the same salary. The boroughs f Danville and Corry did not elect superntendents, but placed themselves in position o do so hereafter at any time. This will eave only four cities and boroughs in the State, having sufficient population to elect hem under the law, without superintenlents, viz.: Allegheny, Carlisle, Lancaster nd Pittston. It is strange that the school nen of these towns, especially of the large ities of Allegheny and Lancaster, do not reate an office that is doing so much good lsewhere.

ITEMS FROM LATE REPORTS.

ADAMS.—All the schools are closed, except Gettysburg and Littlestown, in both of which districts the term has been extended until the first of June. A successful educational meeting was held at Littlestown on the 23d of April.

ALTOONA.—Superintendent Miller has held his examination for the promotion of pupils in the public schools. Satisfactory progress has been made in all the schools during the past year.

BLAIR.—Six new school-houses have heen erected during the past year, and others are in the course of erection.

BUCKS.—The subject of having a better system of graded schools is being discussed, and also the establishment of a high school at Yardleyville.

CENTRE.—A normal department has been added to the Bellefonte academy. Several new school-houses will be erected the coming year.

CHESTER.—A fine new school-house has been completed at Spring *City* (formerly Spring*ville*), which is described as "being one of the finest in the country."

LYCOMING.—The Lycoming County Normal School, located at Montoursville, gives a monthly exhibition. The last one was very largely attended, and was highly successful. The exercises consisted of orations, essays, the reading of literary papers, etc.

LUZERNE.—Teachers wishing to be examined for permanent certificates, may forward their applications to the Secretary of the committee, T. C. Mulladly, at Wilkesbarre.

PERRY.—Oliver school district will build one or two new school-houses the coming summer.

PIKE.—The annual teachers' institute was held at Wilford, April 15th. County Superintendent Layton was elected President, and Mr. James H. Dony and Miss Mary Olmstead were Secretaries; Profs. L. R. Forbes, O. M. Goldsmith, and S. W. Smith were among the instructors.

READING.—The public schools were opened only twelve days during the month of April, owing to the prevalence of sickness. The teachers' institute holds one meeting in each month.

SCRANTON.—Like Reading, Scranton was visited by a great deal of sickness during the month of April, and the schools in several of the sub-districts were closed in consequence. The new school-house, just completed, was dedicated April 29th, with appropriate exercises.

WARREN.—Union school building, at Warren borough, was destroyed by fire April 29th. Wages of teachers have decreased since last year. This is to be regretted.

YORK BOROUGH.—During the month of April examinations were held in the primary schools. These were attended by a considerable number of patrons of the school, and gave general satisfaction.

BOOK NOTICES.

THE BAPTIST PRAISE BOOK: *For Congregational Singing. Prepared by Richard Fuller, E. M. Levy, S. D. Phelps, H. C. Fish, Thomas Armitage, E. T. Winkler, W. W. Everts, Geo. C. Lorimer and Basil Manly, Jr. J. P. Holbrook, Special Musical Editor. Large octavo. Pp.: 640. New York: A. S. Barnes & Co.* 1872. *Price,* $2.50.

The main design of this book has been to extend and improve congregational singing. The favorite old hymns seem all to be here, along with the best of those that are modern. The tunes include the best, both old and new, spirited revival melodies not being excluded. Children's hymns are also interspersed. The chants and anthems embrace all those best known in the Episcopal service and in the ritual of other churches. The type in which the music is set is clear and sharp, the toned paper pleasing to the eye, and the book a treasure that will not disappoint.

NEW AMERICAN PRONOUNCING SPELLER. *Of E. H. Butler & Co's New American Series. 12mo. Pp.:* 132. *Price,* 30 *cents. Philadelphia: E. H. Butler & Co.* 1872.

The feature of *pronunciation*, as the title would indicate, is all the while kept prominent. Teachers themselves much too often mispronounce words, and their blunders are perpetuated through their pupils. But with a speller such as this, and the marks indicating the sounds of the letters properly understood by the pupil, this unfortunate result of the teacher's ignorance or carelessness may in good measure be avoided. The first part of the book gives a series of

lessons illustrating the sounds of the letters and another upon the silent letters. Then follow lessons grouping words under particular subjects, as words connected with the farm, the church, medicine, different departments of science, etc., thus enabling the skillful teacher to render the spelling exercise highly interesting and instructive, aside from the mere spelling of words. Then follow words usually misspelled or mispronounced, and a miscellaneous list for test spelling. Taken in parts, or as a whole, it is an excellent speller and a valuable addition to the list of text-books on this, of late years, much neglected study. †

VENABLE'S UNITED STATES: *A School History of the United States. By W. H. Venable.* 12mo. *Pp.:* 288. *Cincinnati: Wilson, Hinkle & Co.* 1872.

We are assured that great care has been taken to secure reliability of statement in this history, by frequent consultation of the best authorities at every step in its preparation. It is believed that in this respect the work will prove acceptable to teachers of every section of the country. The author's style of narration is entertaining and calculated to retain the interest of the pupil. The wood-cut illustrations are unusually good, including not only civil and military characters, but also inventors, authors, and others. The maps are of page size, very clearly printed, and add greatly to the value of the book. The map questions and geographical and biographical reviews, affording in condensed form the substance of the various chapters, will be appreciated by teachers. The book is not too bulky for its intended purpose; and the style in which it is issued, as to paper, printing and binding, is, in every way, creditable to the publishers. †

INDEPENDENT SIXTH READER: *Containing a complete Treatise on Elocution, both Scientific and Practical, illustrated with Diagrams; select and classified Reading and Recitations; with Copious Notes and a full Supplementary Index. By J. Madison Watson, Author of National Readers, etc.* 12mo. *Pp.:* 456. *A. S. Barnes & Co. A. P. Flint,* 828 *Chestnut st. Philadelphia.*

A book of fine selections, nearly all of them new, and most of them modern, the list of authors including some sixty of the names best known in literature. It is not too large for class use as a reader; and at the same time that it affords so many fine examples of the best on literature, both in prose and verse, it also presents the principles of elocution in such shape, and with such examples in illustration, and for class-drill, as the author's twenty years' experience best approves. For class instruction a series of blackboard diagrams has been introduced, which presents in due order all the divisions of the treatise and their relation to each other. Full-page illustrations, on toned paper, add to the attractions of the volume. †

SWINTON'S PRIMARY UNITED STATES. *First Lessons in Our Country's History. By Wm. Swinton, A. M. Small quarto. Pp.:* 198. *With numerous Illustrations. New York and Chicago: Ivison, Blakeman, Taylor & Co.* 1872.

This is an attractive little book, intended to supply the want which has of late been more generally felt fo[illegible]ion of the study of history into the [illegible]chools. The author has en[illegible] simplicity with sense," and [illegible] two things his chief aim as being most desirable in a work designed for smaller children: first, to present only the most important features in our country's history, and second, to state his facts in clear and simple language. The book is divided into five parts, a review following each part. The type and illustrations are very good, and the paper of excellent quality. These "Lessons" cannot fail to please and interest as a first book in history. †

SANFORD'S PRIMARY ARITHMETIC. *On the Analytical System. By Shelton P. Sanford, Professor of Mathematics in Mercer University, Georgia. Philadelphia: J. B. Lippincott & Co.* 1872.

This little book of one hundred and thirty pages is intended for small children, its aim being to interest them in the study, and to give them clear notions of the primary rules and ready skill in their application. The questions are in the main practical, and can all be answered without the aid of slate and pencil. Many of them are illustrated, and thus made more attractive to the little folks. †

AN ELEMENTARY MANUAL OF CHEMISTRY.—*Abridged from Elliot & Storers' Manual, with the co-operation of the authors. By Wm. Ripley Nichols, Mass. Institute of Technology.* 12mo. *Pp.,* 350. *New York: Ivison, Blakeman, Taylor & Co.* 1872.

A compact text-book, clear in statement and with a make up that "means business." The illustrations are numerous and useful. The gases, acids, alkalis, carbon and its various compounds, and the metals, are treated at such length as the size of the volume will permit. The appendix, comprising sixty-three pages, contains full directions in chemical manipulation, the metrical system of weights and measures, an order list of chemicals and of utensils needed in experimenting and for laboratory use, and a carefully prepared index of seventeen pages. †

THE SCIENCE OF WEALTH: *A Manual of Political Economy, Embracing the Laws of Trade, Currency and Finance. By Amasa Walker, LL. D., late Lecturer on Political Economy, Amherst College.* 12mo. *Pp.:* 445. *Philadelphia: J. B. Lippincott & Co.* 1872.

This work, which promises to be a standard, was first published in 1866. From the sixth edition the present volume has been prepared, condensed and arranged for popular reading, and for use as a text-book. It is a condensation rather than abridgment; nothing essential having been omitted while much new matter has been introduced. It is an intelligent presentation of the laws by which the trade, currency and finance of the country are governed, and of the principles which underlie commerce between nations. The study of political economy is one of interest to all thinking men, but works upon this subject are sealed books to the masses, from the idea that it is an abstruse and most difficult science, whereas with a work like this in hand, rough places become plain and difficulties seem to vanish as they approach. †

THE ATLANTIC fully sustains its well-earned reputation. Hawthorne's interesting papers are continued. The Poet at the Breakfast Table, Oliver Wendell Holmes, is brilliant and attractive. The Castleworth Tragedy, a Virginia tale, in the times of the peculiar institution, will be read by many. The editorial notices, etc., are full of interest and worthy of special commendation.

MISCELLANY.

THE LEAVES AND THE WIND.—Once on a time a little leaf was heard to sigh and cry, as leaves often do when a gentle wind is about. And the twigs said: "What is the matter, little leaf?" "The wind," said the leaf, "just told me that one day it would pull me off, and throw me to the ground to die." The twig told it to the branch, and the branch told it to the tree. And when the tree heard it, it rustled all over, and sent word back to the leaf: "Do not be afraid, hold on tightly, and you shall not go off till you want to." And so the leaf stopped sighing, and went on singing and rustling. And so it grew all summer long till October. And when the bright days of autumn came, the leaf saw all the leaves around becoming very beautiful. Some were yellow and some were scarlet, and some were striped with colors. Then it asked the tree what it meant. And the tree said: "All these leaves are getting ready to fly away, and they have put on these colors because of their joy." Then the little leaf began to want to go, and grew very beautiful in thinking of it. And when it was very gay in colors, it saw that the branches of the tree had no color in them, and so the leaf said: "O branch, why are you lead-colored and we golden?" "We must keep on our work-clothes," said the tree, "for our work is not yet done, but your clothes are for a holiday, because your task is over." Just then a little puff of wind came, and the leaf let go without thinking of it, and the wind took it up and turned it over, and then let it fall gently down under the edge of a fence among hundreds of leaves, and it never waked up to tell what it dreamed about.—*The Christian at Work.*

PROGRESS.—A contemporary says: "The sun no longer sets. The 'resplendent orb' of day disappears behind the western hills, the same luminary reaches its 'highest altitude' at noonday. Earth is the 'mundane sphere.' We do not eat, but we partake of the 'necessities of existence.' Tea is a 'narcotic beverage.' Coffee is the usual 'morning potable.' Men do not drink wine, but 'indulge in a little stimulating fluid.' Fire is the 'devouring element.' Air is useful for 'purposes of respiration' and water for 'ablutions.' Eyes are 'organs of vision' and feet are 'pedal extremities.' Father is the 'governor,' and mother the 'old lady who presides.' Children are 'little responsibilities' upon whom we rely for the perpetuation of our granduer and glory. A barber is a 'tonsorial professor.' Men do not steal, but they have 'kleptomania.' Sometimes they embezzle, or make appropriations without questioning or investigating titles. The smallest schoolhouse on the cross-roads is an institution of learning; and we know an estimable lady who proudly pointed to the grave-yard and boasted of their village seminary. Learned men disagree as to the propriety of *boil* or *bile*. Its orthography is immaterial henceforth. It is now a 'circumscribed, sub-cutaneous inflammation.' Orators and writers are still striving to make pen and tongue eloquent without a theme—to make Philipics without a Philip, and outdo Cicero with no Cataline. Little ideas are diluted with long words. A little good sense is lost in sonorous sentences. We live in an age whose people are too impatient to wait ten years for Isocrates to write a panegyric. Virgil spent eleven years on the Æneid, and in his will ordered its destruction, because of its imperfection. Now a man dies a thousand miles away, and a hundred men write his obituary for the morning papers—each one striving to be a little more eloquent than the rest." Is it not true?

EXPENSES AT YALE.—Four of the class of 1871 put their expenses at less than $400 per year; three, less than $450; eighteen, at $500 or between that and $450; fifteen at $750 or between that and $500, and the remainder at higher figures. The figures more frequently given than any others, were $500 per year. About one-fourth of the class did not exceed $500 per year in their expenses; one-fourth spent between $500 and $900; one-fourth, between $900 and $1,250, and one-fourth, between $1,250 and $2,500. These are students estimates of all that they actually spent during each of the four years they were in college and are not at all an estimate of what is necessary to carry a prudent student through a four years' course of study in New Haven.

AMONG the various other things which Socrates said to the judges who subsequently condemned him to death, was this: "If you should put me to death, you will not easily find such another, though it may be ridiculous to say so, altogether attached by the deity to this city, as to a powerful and generous horse, *somewhat sluggish from his size*, and requiring to be roused by a gad-fly; so the deity seems to have united me, being such a person as I am, to the city, that I may rouse you, and persuade and reprove every one of you; nor ever cease besetting you throughout the whole day. Such another man, O Athenians, will not easily be found; therefore if you will take my advice, you will spare me. But you, perhaps, being irritated, like drowsy persons who are roused from sleep, will strike me, and yielding to Anytas (one of his accusers) will unthinkingly condemn me to death, and then *you will pass the rest of your life in sleep*, unless the deity, caring for you, should send some one else to you."

THE Superintendent of schools in Akron, Ohio, is paid $2,500, a lady principal of their high school $1,200, her assistant $800. The primary teachers, however, receive $1,000. They certainly there have no impression that "any one" can teach a primary school. The most inexperienced teachers are generally assigned to these primaries, and consequently the character of primary instruction has fallen much below the standard reached in other grades. A great change is taking place throughout the educational world in this particular. It has been discovered that while a higher order of literary attainment may be necessary in schools of a higher grade, the highest success in primary instruction can only be attained by teachers of the greatest skill and the ripest experience.

The education of the human race consists in action, conduct, self-culture, self-control—all that tends to discipline a man truly, and fit him for the proper performance of the duties and business of life—a kind of education not to be learned from books or acquired by any amount of mere literary traini--

As far back as 1856 it was said that the Arctic hemisphere had been thoroughly explored, and every accessible spot visited and examined. Since that time the fate of Sir John Franklin has been ascertained, Sir Leopold McClintock has passed through the Arctic Seas from Behring's Strait to Baffin's Bay, and Dr. Kane's steward, Morton, as also Dr. Hayes, and, last year, the Austrian explorers, Nayer and Weyprecht, are reported to have seen the open Polar Sea. At this time there are several exploring expeditions under way—Russian, German, Danish and American, the latter (under Captain Hall) having, when last heard of, got beyond Greenland.

Fourteen young Chinese, belonging to the noblest families of the Celestial Empire, have just arrived in Paris from Canton, sent by the emperor to be instructed at the expense of the State. They are to be distributed between the colleges of Saint Louis and Louis le Grand. Every year fourteen young men are to be sent to France.

BARON LIEBIG pays a great compliment to American intelligence and enterprise. He says:

"As soon as the Americans adopt anything from us they improve upon it, and we get it back again as an American discovery. Look at the sewing-machine. It was begun in Germany, but it was first perfected in America. Everything is improved with you. Look at our German engineers; they are different men when they come to America. And the Chicago waterworks, and the fire——."

That we beat the Germans on fires, we can readily believe; and even lager beer, of which the great chemist of Munich is the accepted apostle, he believes is to be brought to its acme by the science and skill of America. Anybody who has compared the two peoples can readily understand this. A lady of Munich, having visited this country, became the possessor of that great national institution, a rocking-chair. She told an American traveler that when it was sent to a German cabinet-maker to repair, it was the object of curiosity and admiration to all Munich. When asked if it had not been imitated and extensively repeated, she replied: "Oh, no! You do not know our people; they are very slow to adopt the manners and customs of other countries!"

PAYING DEBTS.—One of our religious exchanges has the following strong remarks on this subject: "Men may sophisticate as much as they please. They can never make it right, and all the universe cannot make it right for them not to pay their debts. There is a sin in this neglect as deserving church discipline, as stealing or swearing. He who violates his promise to pay, or withholds his payment of a debt when it is in his power to meet the engagement, ought to feel that in the sight of all honest men he is a swindler. Religion may be a very comfortable cloak under which to hide; but the religion that does not make a man deal justly is not worth having."

I never knew but one or two fast readers and readers of many books whose knowledge was worth anything. Mrs. Martineau says of herself that she is the slowest of readers, sometimes a page an hour. But then what she reads she makes her own. Do impress this on E. Girls read too much and think too little. I will answer for it that there are few girls of eighteen who have not read more books than I have; and as to religious books, I can count upon my fingers in two minutes all I ever read But they are mine.—*Robertson.*

A friend of the cause, formerly a teacher, writes to the editor of *Our Dumb Animals:* "Your work is the work of *education.* I can never again merely 'teach'—my work must be to develop natures, mental and spiritual. Through kindness and love always must this work be carried on The example of the Great Master is before us. Through the mental let us always pour the light of the spiritual. Thus shall the nature of the child grow harmoniously."

The science of education has not yet been perfected. A perfect science of education is, perhaps, not a conceivable thought. For education is an art rather than a science. Success must always depend upon the ability and skill of the teacher, more than on any theory or system, however elaborate or excellent. At the same time, right theories and a well-devised system are of great importance, especially in a work of public instruction, employing a large number of teachers of widely varying fitness for their work.

A gentleman, who has been connected with the school board of Erie for a number of years, while in London lately took the following from one of John Bull's school geographies: "The Americans are characterized by the good and bad qualities that naturally spring from a pure democracy. They are active, enterprising, acute and brave. Much attention is paid to education in the States. They can boast of some very distinguished men in science and letters."

A bill for the protection of certain kinds of game has been introduced into the British Parliament, with the following curious title: "A bill for the better protection of the avocet, curlew, dotterel, dunbird, dunlin, godwit, greensbank, lapwing, exbird, pewit, phalarope, plover, plover's page, pochard, purre, mallard, redshank, reeve or ruff, sanderling, sandpiper, sea-lark, shoveller, snipe, spoonbill, stint, stone-curlew, stone-hatch, summer snipe, teal thicknee, whaup, whimbrell, widgeon, wild duck, wild goose and woodcock."

The reign of paper money is now strangely wide. Russia, Austria, Italy, France, Spain and the United States, six of the eight foremost nations in the world, have a legal tender paper with a forced circulation. France and Spain are afflicted by numberless local currencies of no general acceptance. England and Germany alone, among the great powers, maintain a specie circulation, and recent events may well suggest a doubt whether, under disasters as trying as those which have lately befallen France, they, too, would not sacrifice their favorite theories to an apparent necessity or a temporary expediency.

It is told of the lady who now has charge of the Boston Training School for Primary Teachers, that, some years ago, when in charge of one of the grammar schools, she asked to be promoted to a position in one of the primary schools. It was a new idea, and began a revolution in the primary schools of Boston, which has made them the most efficient in the land.

Life is "a soldier's battle," men in the ranks having in all times been amongst the greatest of workers. Many are the lives of men unwritten which have, nevertheless, as powerfully influenced civilization and progress as the more fortunate great whose names are recorded in biography. Even the humblest person, who sets before his fellows an example of industry, sobriety and upright honesty of purpose in life, has a present as well as a future influence upon the well-being of his country; for his life and character pass unconciously into the lives of others, and propagate good example for all time to come.

Under the control of the chief signal officer of the War Department meteorological observations and telegraphic reports are now made daily from fifty-five stations, selected for their telegraphic facilities and physical advantages. During each twenty-four hours three observations of the most exact kind are taken at the identical moment of actual time at each of these fifty-five stations, and are immediately transmitted to the Washington headquarters. These reports are then forwarded simultaneously to the principal cities, and given to the public.

A Harvard graduate, who had been more devoted to terrestial than celestial studies during his course, at his final examination in physics was asked: "Mr. ——, what planets were known to the ancients?" "Well, sir," he responded, "there were Venus and Jupiter, and"—after a pause—"I think the earth, but I am not quite certain."

PARLOR PEA VINES.—Fill a wide-mouthed glass jar with water, and cover it over with a piece of "foundation" (the ladies will understand this); cover that over with a layer of peas, pressing it down so that the peas will lie in the water; they will then swell and sprout, the roots growing down into the water, their fine fibers presenting a beautiful appearance. Set this in the window, and vines will grow up which can be conducted to any height.

COAL ASHES FOR WALKS.—To three bushels of coal ashes, not sifted very fine, add one bushel of very fine gravel. Add water to these, and mix them until they become about as soft as mortar. Spread over the walks, the surface of which should previously be slightly broken and raked smooth and even by spreading it with a piece of board. It will become hard in a few days.

Compulsory education is no modern idea. We find in the history of Athens that the law obliged every Athenian to send his son to school, more than twenty-three hundred years ago. Boys were taught reading, writing and music; the verses of the poets, and the sayings of the wise men; the principles of the government, and the doctrines of the Greek religion, together with whatever of science and other matters the school-master knew. At eighteen they were drafted into a regiment, and sent to the wars for a campaign or two.

Every man, from the highest, has two businesses—the one his own particular profession or calling, be it what it may, whether that of soldier, seaman, merchant, farmer, mechanic, laborer; the other his general calling which he has in common with his neighbors, namely, the calling of a citizen and a man. The education which fits him for the first of these two businesses we call professional, that which fits him for the second is called liberal.—*Dr. Arnold.*

M. Gambetta, France, is credited with this true and important utterance: "The main cause of our defeat was ignorance. It can be established by the clearest evidence that our reverses were caused by the inferiority of our national education. We were beaten by adversaries who enlisted on their side foresight, discipline, and science. Even in the conflicts of material force it is intelligence which gains the victory. The ignorance in which the masses of our people are groveling engenders, at intervals that can almost be fixed beforehand, those terrible explosions and social hurricanes, which appear in the course of our history like a kind of chronic disorder."

He who serves well need not be afraid to ask his wages.

The great aim of science is the discovery of truth; and the proverbial veneration entertained for it by the human mind is a sure indication that truth, and the whole truth, will always be conducive to the real progress of nations and individuals, and that to present it simply as a proposition, without special application, is the best means to supplanting error.

The following is an educational anecdote which comes from an eminent physician. A friend of his sitting in a school the other day overheard a child studying a lesson in a new and improved "Speller and Definer." The child was rocking vigorously backward and forward, repeating devoutly, over and over, this definition: "*J-u-g, jug*, a vessel with a gibbous belly!" It suggests the folly of this stupid mode of teaching the use of language by means of definitions.

Often in the chambers of his soul a man will deliberately close the skylights and the higher windowse and try to see only by such light as is nearest to th basement; and thinks, in so doing, that he is keeping close to nature. But he makes the same blunder as that which would search out the beauty or meaning of Raphael's great pictures with a microscope.—*Mountford.*

Blackboards are fashionable. Every one praises them, and every school has them; but how often do they not serve to darken the walls, to cast a gloom upon the school, instead of light upon the understanding of the scholars. No teacher now dares question their utility; but how many teachers prove their utility by daily use? To how many are they a constant necessity, not an occasional convenience?

Iron telegraph poles have been introduced with great success in Switzerland, and their use is now being extended daily. It is considered that in a short time these iron posts will altogether replace wooden poles throughout Germany. We understand, also, that they are being largely adopted in connection with the Indian telegraph service.

Philadelphia has 8,000 manufacturing establishments, which employ 120,000 men and 40,000 women at a cost of $60,000,000 per annum for wages. The production of this labor is valued at $360,000,000 per annum. This is the source of Philadelphia's rapid growth.

Religion is morality illuminated by the knowledge of God's law, vitalized by faith in his love, glowing with answering love to him, and alive in loving and self-sacrificing service to man.—*Prof. Harris*

It will afford sweeter happiness in the hour of death, to have wiped one tear from the cheek of sorrow than to have ruled an empire, to have conquered millions, or enslaved the world.

Daily experience shows that it is energetic individualism which produces the most powerful effects upon the life and action of others, and really constitutes the best practical education.

A newspaper and Bible in every house, and a good school in every district, are the principal supporters of virtue, morality, and civil liberty.—*Franklin.*

To be at once in any great degree loved and praised is truly rare.

The follies of youth become the vices of manhood and the disgrace of old age.

Whoever wishes the welfare of others has already advanced toward securing his own.

All is hollow where the heart bears not a part, and all is peril where principle is not the guide.

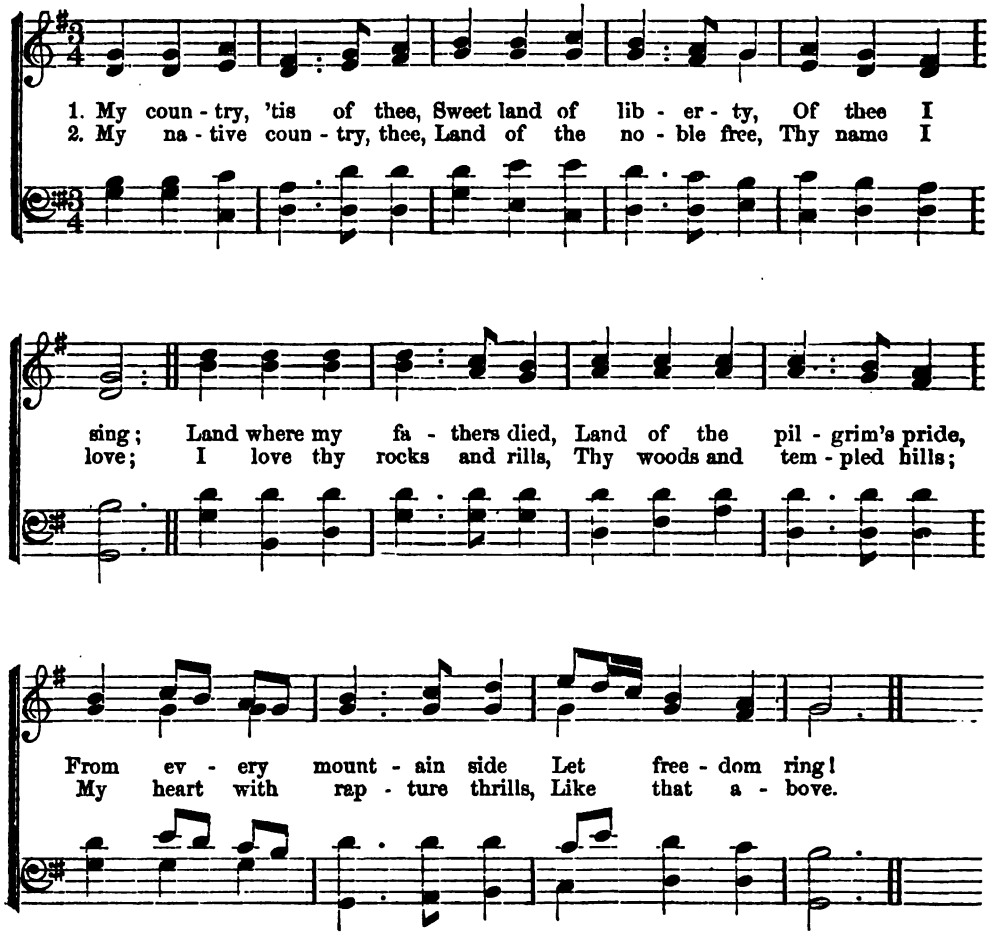
"THE TEACHER who cannot sing," says Martin Luther, "I would not look upon." Although we do not believe that a good teacher should be rejected because he cannot or rather, perhaps, does not sing, yet it is all important that he should make himself acquainted with the elementary principles of vocal music in order that he may successfully teach his pupils Music has a magic charm for children, and a song can seldom fail to benefit or please.

THE advantages of music in a course of liberal education are too generally admitted to need any defense or elaboration. Instruction in this branch was hitherto confined, in Harrisburg, to the higher grades of the schools; but last year it was decided to have singing in all the schools, conducted in the primary schools by regular teachers, with occasional supervision of the professor of music. This is the foundation of a first-rate system. Teachers of the different grades ought to teach music in its various steps just as they teach reading or arithmetic; but as this is a new requirement, its success will depend very much on the ability and willingness of the teachers. —*Supt. D S. Burns*

God knows what keys in the human soul to touch, in order to draw out its sweetest and most perfect harmonies, whether minor strains or loftier notes of gladnes

NATIONAL HYMN.

Poetry by Rev. S. F. SMITH, D.D.



3 Let music swell the breeze,
And ring from all the trees,
Sweet freedom's song;
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break,

4 Our father's God, to thee,
Author of liberty,
To thee we sing:
Long may our land be bright
With freedom's holy light;
Protect us by thy might,

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